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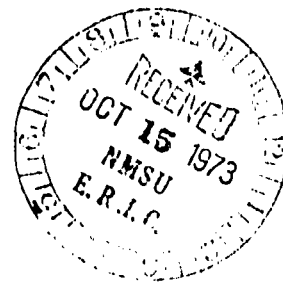
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ABSTRACT

During 1972-73, Project HEED (Heed Ethnic Educational Depolarization) involved 1,350 Indian students in 60 classrooms at Sells, Topowa, San Carlos, Rice, Many Farms, Hotevilla, Peach Springs, and Sacaton. Primary objectives were: (1) improvement in reading skills, (2) development of cultural awareness, and (3) providing for the Special Education needs of Indian children. In this report, the evaluation design format used was the introduction of each objective and pertinent data, in the form of results, which verified whether the objective was achieved. Various tests were administered, among which were: the Distar Mastery Tests, Wide Range Achievement Test, and the Self-Appraisal Inventory. Some of the project's successes were: (1) development of cultural awareness materials by students, (2) expansion of Special Education services, and (3) considerable field trip participation at all sites. Included in the addendum of this report are the first and second quarterly reports, a special evaluation report, thoughts about cultural awareness, a listing of field trips taken, and a letter from three Albuquerque public school teachers. (NQ)

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FINAL EVALUATION REPORT

Project HEED

by

Orval D. Hughes, Ph.D.

Southwestern Cooperative Educational Laboratory
2017 Yale, S.E.
Albuquerque, New Mexico 87106

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I. Introduction

Project HEED, (HEED Ethnic Educational Depolarization), had a very difficult second year.

The primary objectives of the project, specifically improvement in reading skills, development of cultural awareness, and providing for the needs of special education for the Indian children, were partially accomplished, but not completely.

Many reasons can be cited for the failure of the Project to accomplish all of the stated objectives, but two very fundamental factors stand out as paramount. The magnitude of the Project, with seven tribes, eight schools, and several different school districts does not lend itself to simple coordination. The implementation process is complicated by the vastness of the project, and the number of variables, both internal and external, make control patterns difficult. Secondly, there is a major problem in project management itself. Public Law 92-318 (Indian Education Act) for example, provides for the establishment of an Indian Advisory Council on projects related to Indian Education. While HEED does have such a Council, their role remains unclear. During April 1973, for example, Federal sponsors from the U. S. Office of Education chose to exclude the Indian Advisory Council of HEED from major participation in planning for the future of the Project, an act which understandably upset the Council members. The question remains, "Who does manage Project Heed?" Is management

vested in the Federal sponsor, the State Department of Education, the Superintendent at Sacaton, the Project Director, or vested in the Advisory Council? The Project Director, or in the Advisory Council? The Project Director during the second year was very confused about management roles, and it is felt that much improvement can be realized for the third year if this fundamental issue of organization for management is clarified.

Notwithstanding the major problems cited in the previous paragraph, namely complexity due to multi-variables, and confusion over management roles, there were many positive contributions during the second year of HEED. These included:

1. A comprehensive pre-service workshop which provided excellent tribal participation.
2. Successful in-service workshops for Distar reading and OLP.
3. Student participation in developing cultural awareness materials.
4. Expansion of special education services.
5. Considerable field trip participation at all sites.
6. Addition of educational specialist to Project staff with corresponding improvement in frequency and quality of site visitations.
7. Implementation of OLP at four sites with all but one classroom meeting criterion performance.

8. Greater interaction of State Department of Education with project.
9. Delivery of educational materials to sites (though somewhat delayed).
10. Dissemination of HEED activities via Newsletter, Title III meetings, etc.
11. Provision for evaluation design with specific control groups.
12. Selection of a qualified educational program auditor.
13. A functioning Indian Advisory Council with good representation from the sites and with positive leadership.
14. Continued success with Distar programs insofar as meeting Distar objectives.
15. Excellent use of community resources for providing enriched, culturally significant educational experiences.
16. Successful implementation of a Reinforced Requisites Readiness program at the first grade, Sacaton, with significant improvement on the part of these children in attitudes towards school.
17. Useful process evaluation in reading through the mini-reading tests. (These apply only to sites who used these instruments.)
18. Successful accomplishment of the program objective relating to improvement of basic skills for S/E children.

Unfortunately, project management was only partially effective in articulating the positive contributions of the Project. From a negative standpoint, these points were noted:

1. Interpersonal relations between the Project Director and her immediate supervisor and other superiors were detrimental to the best interests of the Project.
2. Specific behavioral outcomes in reading were not accomplished.
3. Program effects became almost invisible due to the multi-variate conditions. There were 27 separate categories of programs operating at Sells, for example.
4. Teacher effects rather than program effects seemed to dominate the learning activity where such control patterns existed to allow such a determination (i.e. Many Farms).
5. The children at Many Farms, who probably had the greatest need for OLP due to their cultural background, were not able to participate in OLP because of substitute teacher problems at that site.
6. Project management failed to interact sufficiently with the sites during the first half of the year. Classroom observations were minimal.

7. Tight inventory controls on HEED materials were lacking.
8. Federal sponsors failed to recognize the intense feeling of pride which the Indian people have in their status as Indians and in their desire to have a strong voice in the management of education for their children. Tactful suggestions to the Federal sponsors that Indian participation at the special April meeting would be highly beneficial were essentially ignored.
9. Distar materials arrived too late in the Fall, and several teachers abandoned the Distar program though project monies had been spent for their training.
10. The cancellation of an Indian Advisory Council meeting by the Project Director in February, without any communication with the Chairman of the Council, was most abrupt, only increasing the concern in the mind of the Chairman of "What part do the Indians really have in this project?"
11. While certain sites excelled in carrying out the basic evaluation design in the reading and cultural awareness areas, there was a noticeable lack of positive approach on these components at other sites. Project management did not bear down hard enough to see that these activities were carried out.

12. Project management delayed in selecting a totally qualified consultant to assess the effectiveness of special education programs.
13. Processing of voucher payments to community resource personnel were excessively delayed.
14. Management roles from the different echelons were not clearly identified.
15. The participation of Hotevilla as a site for HEED during the second year was not resolved until late October 1972. A total of twenty (20) children were involved. From a practical standpoint, this represents a token participation only and dilutes the efforts of project management.
16. Distance factors posed serious problems of coordination with particular problems during winter months. The staff was too thin to provide statewide coverage.
17. Field trips were not conducted on an equitable basis. Some sites got more than others, on a pro-rata basis.

II. Scope of Project and Rationale

The second year of the Project evidenced an increase of participating children from a 1971/1972 level of approximately 1000 to a 1972/1973 level of approximately 1350.

The increases were the result of additional special education classes at Sells, Sacaton and Topowa, plus a second

kindergarten class at Sacaton, plus several graded classrooms at Sells. In terms of classrooms, the project expanded from 48 classrooms to 60. (These data include special education classrooms.)

By sites, these classrooms were distributed as follows:

Project HEED Classrooms/Children

<u>Site</u>	<u>Number</u>	<u>Children</u>
Sacaton	12	262
Sells	11	244
Peach Springs*	9	137
San Carlos Rice	9	213
Topowa	8	211
Many Farms	5	169
St. Charles Mission	4	95
Hotevilla*	<u>2</u>	<u>20</u>
	60	1,351

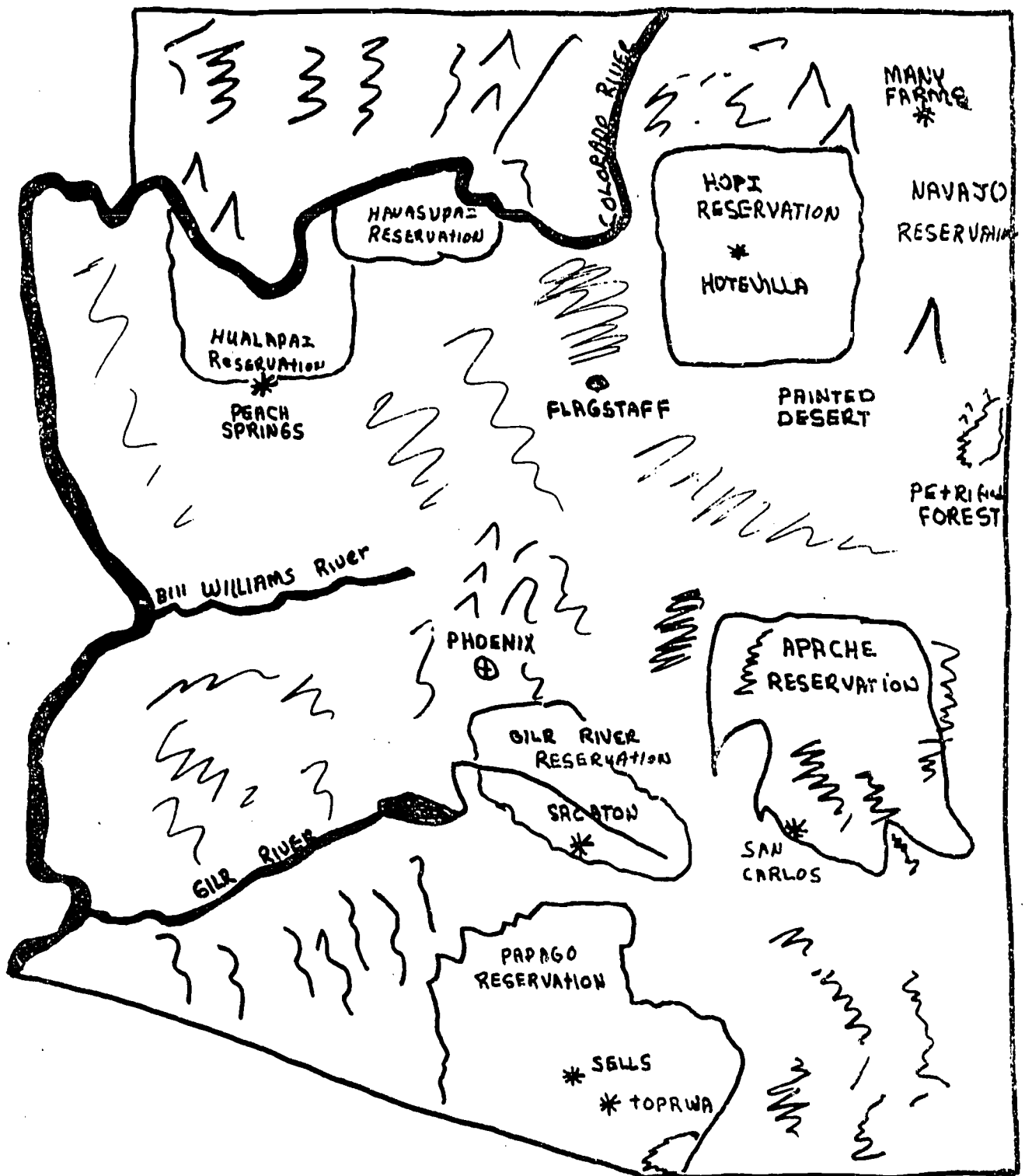
*At Peach Springs, grades 7 & 8 combined in one room.
At Hotevilla, grades 4 & 5 combined in one room.

Rearranging these data to identify the participation by grade level.

Project HEED Classrooms/Grade Level

<u>Grade</u>	<u>Classrooms</u>	<u>Number</u>
Kindergarten	8	215
1st	7	154
2nd	7	160
3rd	6	138
4th	7	168
5th	6	149
6th	6	133
7th	4	88
8th	3	80
Special Education	<u>6</u>	<u>66</u>
	60	1,351

The expansiveness of the project is best appreciated by locating the sites on a map of Arizona. The map further identifies each site with its tribal affiliation. Distance factors continued to present major problems for the staff.



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During the second year, HEED initially had seven general objectives. These were:

1. improvement in reading skills in all regular classrooms (54 classrooms K-8),
2. improvement in basic skills of reading, spelling and arithmetic in the special education classrooms (6 classrooms),
3. improvement in oral proficiency skills in selected classrooms at Peach Springs, Sells, Sacaton and San Carlos,
4. improvement in self-concept as related to school attitudes and motivation for school tasks,
5. improvement in teacher awareness of Indian cultures and value orientation systems,
6. increased participation on the part of parents in project related activities,
7. development of a total special education program including referral and diagnostic services.

For convenience, the general objective relating to OLP was subdivided into two program objectives, one for the regular classroom students and one for special education students.

It is important to stress that the Project, with concurrence of the Indian Advisory Council, had three basic goals in Indian Education: The improvement of reading skills, the encouragement of cultural learnings, and the identification and

remediation of problems in special education. The program objectives were designed from these basic program goals. At the special Council meeting held in Phoenix in December 1972, it was agreed by all parties that these goals remain. Interestingly enough, when the Federal sponsors held the "restructuring" meeting in April 1973, it was again agreed by those present that the basic goals for the project include reading improvement, cultural awareness, and special education services.

A brief discussion of the rationale for these three project goals will follow. That all parties have reached consensus on these project goals should make for a smooth transition for the new Project Director as the third year commences, assuming that the aforementioned problems of complexity and management are resolved.

Reading

One of the more serious failings of our educational system is that there is a tendency to generalize from middle class standards and attempt to make inferences about minority groups.

For example, the middle class view is that nearly all children come to school wanting to learn to read. It is further assumed that the child who fails to learn to read will develop emotional reactions which become barriers that further complicate and impede the learning process.

Finally, it is argued that children who fail at reading develop numerous symptoms which reflect their difficulty and enable teachers, specialists and counselors to identify them quickly. All of these assumptions have middle class ties.

For the Indian child, not being able to read may be internalized as normal behavior. Many of his friends, and many of the adults whom he respects and admires either cannot or do not read. Lack of reading ability does not cut this child off from normal social activity since his peers may also be poor readers.

Another important point is that the Indian child is less verbal than his Anglo counterpart. He is less fluent in all areas of language, less aware of what reading is all about and consequently, much less strongly motivated toward improvement in reading.

Notwithstanding the usefulness of standardized achievement tests, it just does not make any sense that the behavioral outcomes in reading impose goals which are simply unrealistic. The only thing that makes sense is to state the behavioral outcome in such a manner that it directly relates to what might reasonably be expected in growth under normal conditions. If reading achievement, appropriately measured, is above and beyond that which could be expected under normal conditions, then the program must be considered successful.

The evaluator feels the current Arizona legislation requiring third graders to read at grade level is most unrealistic when applied to the typical reservation Indian child in that it imposes a goal which is beyond the capacity of that child. Hopefully this will not lead to situations where first grade teachers are pushing children too fast through reading readiness into beginning reading. Research studies point out that regression often results in such cases.

Those responsible for the planning and implementation of Project HEED are to be complimented in their priority concern for the improvement of reading. There is no question about the need. Nonetheless, good judgment and careful reflection of the background of the child are essential in designing the behavioral outcomes and in evaluating progress.

It was precisely for these reasons that the mini-reading instruments were developed. These tests provide the child with a successful experience in a reading task and have cultural relevance. Similarly, the Distar Mastery Tests provide direct assessment of the Distar reading programs and represent a valuable evaluation tool.

Cultural Awareness

There is concern among Native Americans that many of the cultural aspects are in danger of being lost due to

the effects of expanding technology and its Anglo domination. That written language patterns have been almost non-existent for the Native American increases the possibility that cultural influences may some day be lost. Skills of craftsmanship handed down from generation to generation are not practiced to the same degree as they were in the past. For example, in Arizona in most tribes virtually every woman was a basketmaker a century ago, the current number of basketweavers is estimated at no more than a hundred.

Tribal elders and community leaders have made a positive contribution to Project HEED through activities involving cooperative efforts with the school authorities which would enable the children to become more knowledgeable of their cultural heritage. The assistance which the Indian Advisory Council can offer to Project Management in this vital program goal area is obvious.

A related aspect of the importance of this program goal is the development of increased understanding on the part of teachers and other educators of the value orientations and need dispositions of the Indian children. The degree to which the child perceives the teacher in an affective manner strongly influences the learning process. The Indian child is very much aware of his status as an Indian, and is on the alert for any reaction, particularly

any note of disapproval or reservation in accepting him or his culture. He is quick to reject a teacher whom he feels does not like him.

Special Education

Section 306 of Title III requires that at least 15% of the program be allocated to Special Education needs. The recent Pennsylvania Supreme Court decision places responsibility on the State for providing education services irrespective of the nature of an individual's handicap.

Research studies on Indian population have borne out the fact that there is a greater need per capita for special education services with Native Americans than with any other group in our society. For example, it is known that prenatal and post-natal care are important factors in the prevention and early detection of mental retardation. Services of this type are extremely inadequate with reservation Indian communities.

The State Department of Education, Arizona Division of Special Education has worked with HEED sites, in efforts to identify via teacher ratings those children who may exhibit behaviors which would suggest that they need help through special education services.

During the second year, about 5% of the project children (66 of 1350) were assigned to Special Education classes.

III. Evaluation

This section of the report will follow the format of the evaluation design. Each program objective will be introduced and pertinent data in the form of results will be presented to verify whether the objective was met.

The pre-audit critique dated September 1972 suggested modifications in criteria for performance objectives, and recommended a reduction in the total testing plan. The Project Director revised the program objectives, and some of the testing was cut back. The objectives as stated in this report reflect the revisions in the evaluation design.

A. Program Objective (Reading Improvement)

Regular classroom students at each target site, through the use of selected reading materials (Distar in grades K-3; Field Enterprise in grades 4-8) will improve reading skills by demonstrating a mean grade equivalent of 1.0 during the project year, as measured by appropriate Standardized Achievement tests.

1. The Wide Range Achievement Test was used on a pre/post basis to assess this objective for kindergarten and first grade respectively. Results are reported in Tables I and II. These conclusions are drawn from Table I:

- a. Mean post-test scores reflect that in all kindergarten classrooms, both experimental and control, the children show reading

readiness patterns corresponding to or above grade level.

- b. In two project classrooms, the criterion of 1.0 gain in grade level was met. One was a Distar classroom, one was a non-Distar classroom. In six (6) classrooms, the criterion was not met.
- c. In two classrooms, kindergarten children were actually at first grade level, again in one case a Distar classroom and in the other a non-Distar classroom.
- d. There appears to be no difference between Distar and non-Distar insofar as results are concerned.

In making this judgment, it is recognized that the WRAT calls for identification of alphabet letters in the reading readiness sub-test. Distar training places low priority on letter identification per se, concentrating on sounds. For this reason, kindergarten children in Distar classrooms may be performing better than the WRAT data indicate.

- 2. These conclusions are drawn from Table II:
 - a. Mean post-test scores in all first grade classrooms, both experimental and control, are at or above grade level.

- b. One control classroom exhibited a gain of 1.3 grade equivalents between pre and post.
- c. None of the Project classrooms achieved the required criterion though all showed a gain of at least 0.5 grade level equivalents.
- d. Two classrooms, one Distar and one non-Distar, experimental and control respectively, showed mean post-test scores at the second grade level.

Again, there is no apparent difference in comparing Distar versus non-Distar classrooms.

- 3. Tables III, IV, and V report results in reading achievement for the second, third and fourth grades respectively.
- 4. The instrument used in this assessment was the SRA 2-4 level, reading comprehension and reading vocabulary. The instrument has a lower limit grade equivalent of one minus, and an upper limit of six plus. Total reading is the summation of comprehension and vocabulary.

The following conclusions are drawn from Table III:

- a. In five out of seven project classrooms, the mean post-test scores in total reading

for 2nd graders reflect that the children are reading somewhere in the grade level range. At the other two project classrooms, these scores reveal children are behind grade level in total reading.

- b. Gains in reading skills were evidenced in all classrooms, experimental and control, excepting one. No significance is attached to this exception since this class through a mutual misunderstanding between testers and teacher was not pre-tested according to schedule.
- c. One classroom met the criterion stated in the performance objective. This classroom had lower entry behaviors.
- d. There is no difference between experimental and control, or between Distar and non-Distar.

These conclusions are drawn from Table IV.

- a. In two out of six project classrooms at third grade level, the mean post-test results for total reading indicate these classrooms are at grade level. In the other four project classrooms, the same scores reflect that the classrooms are reading below grade level.

- b. One classroom met the criterion at this grade level. Five classrooms did not.
- c. Gains were registered in all classrooms excepting one.
- d. There is essentially no difference in Distar/non-Distar classroom performance or between experimental and control classrooms.

These conclusions are drawn from Table V:

- a. None of the fourth grade classrooms, experimental or control, was reading at grade level at post-test time, based on mean score results in total reading.
 - b. None of the classrooms met the criterion called for in the performance objective.
 - c. The very low number of children in the Hotevilla classroom (six 4th graders makes statistical inferences meaningless at that site). All other classrooms showed some gain, however modest, in total reading.
5. Tables VI - XI report results in the reading achievement area for grade levels 5th, 6th, 7th and 8th respectively.
6. The assessment instrument used was the SRA multi-level (Blue), which measures comprehension and

vocabulary. Total reading is the summation of these two components. The instrument has a lower limit of 3.1 grade equivalents, and an upper limit of 11.1.

These conclusions are drawn from Table VI:

- a. Mean post-test results for fifth graders in total reading indicate that no classrooms, experimental or control, were reading at grade level.
- b. One project classroom was reading at 4th grade level. All other project classrooms were at least one full grade level below normal grade level.
- c. The regression at Hotevilla is meaningless, again because of the small sample size.
- d. The instrument was not an appropriate measure in at least two classrooms where the mean scores "bottomed out."
- e. No classroom met the criteria performance.

These conclusions are drawn from Table VII:

- a. Mean post-test results in total reading for 6th graders indicate that one project classroom was reading close to grade level, while the other five project classrooms were

reading at least one full grade level below normal. The very low number of students in the one classroom prevents any meaningful inference.

- b. None of the classrooms met criterion performance.
- c. The results at Sacaton should be viewed with caution. In the case of this classroom, it was noted that only a few students finished the test, the majority answering somewhere around 30 of the 92 items. Checking back with the teachers who administered the test (a group of Albuquerque Public School teachers assisted in test administration) gave no indication why these children failed to complete the test. The Project Director should attempt to ascertain from the Sacaton teacher what might have happened. In all probability results from this class are invalid.

The following conclusions are drawn from Table VIII:

- a. Mean post-test results in total reading for seventh graders indicate that all project classrooms are at least two years behind grade level in reading.

- b. One of the four project classrooms met criterion performance.
- c. All of the classrooms registered gains.

The following conclusions are drawn from Table IX:

- a. Mean post-test results indicate that the eighth grade classrooms were from two to three years behind grade level in reading.
 - b. One of the four project classrooms met criterion performance.
 - c. All of the project classrooms registered gains.
7. Table X summarizes the total post-test results for the project in reading. The data in this table provide project management with adequate base-line assessment and point out the gradually widening gap between grade level performance and grades as the child progresses through school. There were minor changes in project enrollment between pre and post-testing.

The summary statement based on data contained in Tables I thru IX is that the performance criterion for the program objective in reading was not met. It is suggested that project management consider

a downward revision of the performance criterion using the data in Table X as a reference.

8. Distar Evaluation--Students in grades kindergarten thru third grade were given the appropriate level Distar Mastery Test at post-testing time to determine if the specific learning objectives of the Distar Reading Program had been met. It must be understood that these tests are criterion referenced and are designed to assess only the objectives of the Distar reading program.

Prerequisite minimum number of completed lessons for taking the Distar I level test is 90; for the Distar II level, 200.

While there are packaged Distar III materials, there is no Mastery Test available from the publisher for this level.

The tests are conveniently broken down into three sections, of equal number of items, A, B, and C. Distar I Mastery Test has 12 items in each Section, Distar II has 15 items. Thus a total maximum score for these instruments is respectively 36 and 45.

Satisfactory test performance was set at 75%. A child who scored nine (9) or better in any section of the Distar I test, for example, made a satisfactory score.

Table XI reports the summary results of the Distar Testing by classroom, showing number of students tested, number who performed satisfactorily in each section of the test, and the percentage of the class who scored satisfactorily in each section. Item difficulties progress from sections A to C.

The following conclusions are drawn from Table XI:

- a. The greater the number of Distar lessons a child has experienced, the greater his likelihood of achieving a satisfactory score on any section of the Distar Mastery Test.
- b. The percentage of satisfactory scores on the "A" portion of the Distar Mastery Tests, irrespective of level, attests to the fact that the objectives of the Distar Reading program were met during the project year.

- c. Comparing the results of Distar testing as shown in Table XI, with the results of the achievement tests in reading for corresponding grade levels, reported in Tables I, II, III, and IV respectively, it may be stated that:
- (1) There is no evidence that Distar training influences scores on the Wide Range Achievement Test (Pre-reading section).
 - (2) There is evidence that the more satisfactory level of performance on Distar, the better the performance in total reading on the SRA 2-4 level test. The second grades at Many Farms and Sacaton, and third grade, St. Charles Mission, are cited as examples of this evidence.
9. There was an opportunity to examine Title I data furnished by the reading specialist, Indian Oasis School District, to further substantiate the statement that Distar training does not influence reading readiness. Kindergarten classes at Sells and Topowa were administered the Gates-MacGinitie Reading

Readiness Test in May 1973. The test assesses listening comprehension, auditory discrimination, visual discrimination, following directions, letter recognition, visual-motor coordination, auditory blending, and word recognition. Children in Distar (one classroom out of five kindergartens) did better than the other children in the auditory blending category. This was the only category where the Distar children excelled. The data reported by this testing are shown in Table XII. It appears that teacher effects have a greater influence on development of reading readiness skills than the program effects of Distar.

10. During the project year, staff personnel from HEED visited sites and included formal classroom observations of Distar lessons as an integral part of the visit agenda. The Evaluator has reviewed 45 classroom observation reports prepared by three separate individuals. The specific teacher behavior which the Distar program calls for include focusing or gaining the attention of the student, modeling or demonstrating responses correctly, signaling or providing stimuli setting the occasion for the response, reinforcing and correcting. Based on a review of these classroom observation reports, there was never an occasion

when a teacher appeared to have a problem in maintaining her behavior within the techniques specified for this highly structured program. Most of the data in these reports alludes to the affectivity relationship between the teacher and the micro-teaching group of children being taught. While the importance of the teacher/child affectivity relationship in resultant learning is appreciated, these classroom observation reports are not a constructive tool for evaluation since they do not, as written, discriminate the problem areas the Distar teacher invariably faces.

11. Early during the project year, the Evaluator met with the State Department of Education Title III representative to discuss possible ways to tighten the design so that more valuable information regarding program effects would be possible.

One suggestion was to attempt to construct a composite matrix of the many interactive influences. Following this meeting, each teacher was requested to complete a routine form which asked such pertinent questions as:

- a. What other reading programs are you using besides Distar? (or Field Materials)

- b. How many minutes per week do you use this program?
- c. How many minutes per week are you using Distar? (or Field Materials)
- d. How many reading groups do you have?

Of the 51 teachers who responded, there were only 13 who did not use some other reading program as a supplement to the basic program (Distar or Field).

The variations in other reading programs ranged from ultra-conservative sound/symbol phonetic materials to the ultra-liberal language experienced approaches. Lippencott, Reader's Digest, Harper and Row, Scott Foresman, Economy Series, MacMillan, SWRL and many others were being used. There is no way that one can isolate those program effects related solely to the HEED materials (Distar and Field Materials) insofar as these effects relate to improving reading skills in general.

The most practical way of determining if a child can read is to give him an appropriate level book and let him read it. For this reason, the teachers who have supplemented the HEED materials with

others deserve credit. In many visits to classrooms, it was noted how much the children enjoy taking a Scott Foresman series book, for example, to the visitor and reading parts of a story to him. The many combinations of reading programs present complications in evaluation which leads to the conclusion that teacher effects probably have more influence than program effects on improving reading skills.

In reviewing the reports from the teachers, many commented on the late arrival of the Distar materials. Teachers at Sells, for example, gave up on Distar and got started on other programs. The exception was the kindergarten teacher. Project management should review its procurement function to ensure that materials are ready when the school year begins. One comment which came up again and again from the teachers related to the interests of the child, "We need more easy readers with settings in the West, preferably with Indian characters."

12. Mini-Reading Tests--These instruments were designed to provide a process evaluation component to the reading program in grades 2-8. Their construction was simple, containing vocabulary,

synonym and comprehension items which could be completed in 10 minutes. Pictures and stories were culturally relevant. The intent was to provide a simple assessment which would give the child the feeling of success and happiness in a reading task, in contrast to the frustrations that develop when taking a standardized achievement test in reading.

Somehow, the use of these instruments was only partially effective. Project management did not bear down on the sites in getting these administered and returned in a timely manner so that a good process evaluation could take place. At Sells, for example, the Principal gave the evaluator the completed tests for the mid-winter evaluation after post-testing was completed in May! Some of the sites were most prompt and efficient in this task. Topowa and St. Charles Mission were the only sites where all three forms of the mini-tests were administered and returned in time.

Table XIII reports results of the mini-tests, where given, in mean raw scores. In a few cases, the final mini-test was administered, but results do not appear in Table XIII because of lateness in arrival of tests. The design of the tests

allowed for progressively increasing difficulty in the instruments, Mini 2 being slightly more difficult than Mini 1 etc. Three levels were used, one for grades 2-4, one for 5-6, and one for 7-8.

Using these same instruments as a process evaluation device in a Developmental Reading Program with 900 children at grade levels 3, 4, 5 and 6 in Ysleta, Texas but where tight controls existed in terms of administering and returning tests in a timely manner, it was found that the instruments were good predictors of reading progress.

Project management needs to decide what emphasis to place on process evaluation in reading. Either do it right, or skip the idea completely.

B. Program Objective (Special Education)

At the end of the school year, special education students will show improvement in each of the basic skills, i.e. arithmetic, spelling, and reading, as determined by individual scores on standardized achievement tests.

1. It will be recognized that this program objective does not specify a criterion performance. The original objective stated an improvement of at

least 0.5 grade level equivalent in each basic skill area. The pre-audit critique suggested elimination of this arbitrary setting in view of the divergent disabilities among the special education students. This elimination was done in an effort to individualize the evaluation process. Another revision suggested by the auditor was the elimination of the SRA 1-2 group testing assessment.

2. The Wide Range Achievement Test was administered to Special Education students on a pre/post basis. All three sections of the WRAT were used, specifically reading, spelling and arithmetic.
3. Table XIV reports results of special education testing.

These conclusions are drawn from Table XIV:

- a. The trend at all sites is one in improvement in basic skills as evidenced by gain scores. Accordingly, the objective in special education has been accomplished.
- b. The number of students a special education teacher can effectively work with is limited. The teacher at Topowa, for example, needs more time to individualize the program.

- c. Gains appear to be stronger in reading and arithmetic than in spelling.
- 4. It is recognized that many of the special education students function in regular classrooms for a large part of the school day, coming to special education only for some component of instruction (i.e. reading etc.). This practice helps to prevent the isolation syndrome for these students.

C. Program Objective (OLP)

Regular classroom students in grades K-1 at Peach Springs, Kindergarten at Sells, special education at Sells, San Carlos, and Sacaton will demonstrate significant improvement in oral language proficiency skills, specifically vocabulary, pronunciation and sentence structure as a result of participation in the SWCEL Oral Language Program.

- 1. The initial intent of the Project Director was to implement OLP at all sites, grades kindergarten and one. This effort did not meet with approval and the Project Director wisely revised the plan to include only those sites who wanted the OLP. Many Farms definitely wanted the program but could not find substitute teachers to take over the classrooms when the teacher training workshop for OLP was conducted in early October, 1972. It

is felt that the Project Director viewed the OLP as a vital component in reading readiness, for until the child has command of the spoken word, attempts to proceed with reading per se are doomed to fail. There is ample evidence to support the statement that many Indian children come to school with insufficient development of oral proficiency skills in English. The new Project Director may want to consider a review of the OLP implementation, in the light of the evidence of difficulty the children are experiencing in reading.

2. While the stated program objective lacks a performance criterion, the term "significant" was defined in the evaluation design on the basis of student's entry behavior. A student with a low entry behavior would have to demonstrate more improvement via gain scores than a student with a higher entry behavior.
3. Computer print-outs have been previously furnished project management, providing individual raw scores, diagnostic data, statistical treatment, and other information called for in the evaluation design.

Table XV summarizes the results of the OLP. The maximum possible score on the instrument (SWCEL Test of Oral English Production) is 226 points. Guidelines for interpretation of this instrument state in part:

- a. A score of less than 100 indicates lack of understanding of English. (Child needs some structured OLP.)
- b. A score between 100 and 130 indicates a weakness in English. (Child could be helped with structured OLP.)
- c. A score above 130 indicates reasonable understanding of English, a level of fluency where the child does not need structured OLP

These guidelines, of course, must consider the standard error of the instrument.

The following conclusions are drawn from Table XV and from the previously stated guidelines:

- a. The children at Sells (kindergarten) needed OLP and benefited substantially from it. Their gain scores were large enough that this class met the criterion specified in the evaluation design as "significant."

- b. Children at Peach Springs received benefit from OLP though their need for structured OLP is marginal. One classroom met the criterion, the other did not. In the case of the latter, it is not known how many lessons the children actually received.
 - c. Special education children at all sites showed gains in oral proficiency skills. It is considered inappropriate to assign specific expectation levels to these children.
4. The management of the OLP from the standpoint of the quality assurance was only partially effective. Content tests were either not administered or not reported. The only known in-service meeting for OLP was held in late January by the Evaluator on a Saturday. Two of the six participating teachers were in attendance. Details are contained in the special evaluation report (see Addendum). Classroom observations on OLP were not reported. Thus, the process evaluation for OLP could not be done.

Project management needs to show stronger support in the quality assurance function if the OLP program is to continue.

5. Project management should review the possibility of OLP with school officials at Many Farms.

Some sampling with the test instrument might be done to ascertain the needs. The evaluator has a feeling that the youngsters who needed the program in most cases did not participate!

D. Program Objective (Motivation)

At the end of the school year, regular classroom students in grades kindergarten thru eight at each target site will show improvement in self-motivation as measured by self-appraisal inventories, school attendance patterns and achievement. An experimental program stressing innovative motivational techniques will be piloted in one lower primary classroom and one Junior High classroom at the Sacaton site. Motivational kits will be used in grades 3-8 as an integral part of the instructional process as a means of accomplishing this objective.

1. In the auditor's pre-audit critique the matter of content validity for the IOX instrument is discussed. These instruments were piloted with many Title III projects and Arizona was included as a pilot state. It cannot be stated that the instruments (primary or intermediate level of self-appraisal inventories), were piloted exclusively with Indian children.

2. The primary level of the Self Appraisal instrument was administered on a pre/post basis to children of grade levels kindergarten thru third. This instrument assesses across four categories: peer relationship, family relationship, school relationship, and general self-image. Ten questions were selected, to which the child, responding anonymously, marked either "yes" or "no". The instrument was administered in a group setting by the regular classroom teacher. The ten questions were:

- a. Do other children like you?
- b. Do you get in trouble at home?
- c. Do you like to talk in class?
- d. Do you wish you were younger?
- e. Do you let other children have their way?
- f. Are you important to your family?
- g. Do you often feel bad in school?
- h. Do you like being just what you are?
- i. Do you have friends?
- j. Does your family want too much of you?

Each of these questions relates to one of the four categories, with a positive response being either "yes" or "no". The following logic applies:

<u>Question</u>	<u>Category</u>	<u>Positive Response</u>
a	Peer	yes
b	Family	no
c	School	yes
d	General	no
e	Peer	no
f	Family	yes
g	School	no
h	General	yes
i	Peer	yes
j	Family	no

3. Tables XVI thru XIX report post-test results in terms of mean percentages of positive responses by grade level for each of the four categories of the instrument. In the interests of protecting the confidentiality of the data, sites have been coded in these tables.

The Project Director has previously been furnished complete data on pre and post testing by site and grade level, and has been provided decoding information. Computer printouts summarizing these data have been delivered to the Project Director.

(This applies to all grades levels K-8.)

Appropriate conclusions appear immediately following the tables. One very significant result, a repeat from last year, is that children have a lower attitude towards school relations, from first grade on, than the other three categories.

4. Data on experimental versus control classrooms from the Many Farms site have been delivered to the Project Director, along with appropriate conclusions. For obvious reasons, these data are not included in this report. It may be stated that the project classrooms gave some evidence of displaying more positive responding

than the control classrooms. It cannot be concluded, based on results of the self-appraisal inventories, that the project had any direct influence on these results.

5. The intermediate level of the self-appraisal inventory was administered to grades 4 thru 8. Forty items were included in the inventory, with ten items each for the four basic categories of peer, family, school and general self-image. Students responded either "true" or "false" to the items where again, a response was either positive or negative. As in the case of the primary level, these tests were administered by the regular classroom teachers in a group setting, with the students responding anonymously.
6. Tables XX thru Table XXIV report results of the intermediate level SAI testing. Results are given in mean percentages of positive responses by grade levels and across the four categories. Appropriate conclusions appear immediately following the tables. Again, sites are coded to protect confidentiality.
7. Table XXV reports the entire project post-test results according to grade level and should give project management excellent base line data to use for the final year.

8. The experimental first grade of Sacaton implemented the SWCEL Reinforced Reading Requisites program. This program provides tangible rewards for the children on a variable reinforcement schedule, gradually tapering off and substituting intrinsic values (social praise) as the sole motivator. The content of the program includes readiness areas such as left to right progression, aural discrimination, visual discrimination, associative vocabulary, listening, and numerical concepts. The classroom did show a substantial gain in school attitudes, based on the pre/post results of the self-appraisal inventory. The gain was not necessarily caused by the intervention of RRR, but since other first graders without the RRR program did not realize similar gains, there is the possibility that RRR influenced the results. In all probability, school attitudes for first grade children are predominantly influenced by the teacher, not by any educational materials.

Data on attendance patterns for this class, in comparison to other first grades at Sacaton were requested, but not provided. The data are bound to be available, and it is suggested that project

management use attendance patterns as an additional dependent variable for evaluating the effectiveness of this innovation.

9. The Junior High School Motivational Experiment never got off the ground. The former Project Director was to work with the 7th grade teacher in designing some type of innovation but it just failed to materialize. One problem is the rotation of Junior High students from teacher to teacher. The influence of the HEED teacher is limited to a fractional period of the school day at this grade level at Sacaton.
10. In conversations with teachers, the Evaluator found that the modification kits are not being used for the most part. The following is quoted from the auditor's interim report:

"The behavior modification kits are probably the least used materials in the project. This is primarily due to a lack of understanding in their application or philosophical differences with the theoretical constructs. . ."

Amen. Notwithstanding the intent of these kits, unless the teachers are motivated to use them, as a supplement to the many things a teacher does in establishing and maintaining a warm, affective interpersonal relationship with the children, not much is going to take place.

Project management is encouraged to provide some indoctrination to the teachers in the use of these kits. So far, the expense of these materials is unjustified.

Frankly, the evaluator has grave reservations over buying motivation in any package form.

In summary, the evidence presented substantiates a negative overall finding in this program objective area. Hard data furnished the project director adds specificity to this conclusion.

Finally, this program objective did not spell out a performance criterion in terms of what is meant by "improvement." The auditor did not comment on this weakness in the pre-audit critique, probably in view of the difficulty to come up with hard data in the affective area. Having furnished baseline data (see Table XXV) there should be no excuse for not developing true performance objectives with criterion levels specified in the final year of the project.

E. Program Objective (Cultural Awareness)

At the end of the school year, teachers, parents, students and others connected with project management will have an increased understanding of the

differences among the Indian cultures, and will have increased their knowledge of the understanding of each culture. Field trips will be taken from time to time, not only for enrichment purposes, but as a means of accomplishing this objective.

1. The auditor, in the pre-audit critique, suggested that this objective be rewritten as two performance objectives. The Project Director did this in the following manner:
 - a. Teachers become informed about Indian cultures through monthly in-service programs which stress history, art, tribal customs, values and tribal life-style. (Teachers were to write a critique of the in-service programs evaluating the assistance of the program in their professional preparation.)
 - b. Students become better informed about Indian culture and history. Written pre and post-tests will assess learning in the areas of concentration.

Again, these are somewhat general statements and not true performance objectives. How does one assess cultural awareness is a difficult question.

The auditor put his finger "right on" in his succinct statement in the interim report:

"With few exceptions, personnel directly and indirectly involved in HEED get excited when cultural awareness in education is discussed. But application is something else."

2. At the December meeting of the Indian Advisory Council in Phoenix, the Council unanimously approved that cultural awareness be one of the three major project goals. In anticipation of this action by the Council, the Evaluator brought to that meeting another SWCEL representative from the Division of Native Studies. This individual had served on many cultural heritage commissions and as a full Indian was eminently well qualified to work with the sites in developing meaningful cultural awareness programs. The Council requested that this individual prepare some sort of guidelines which could be disseminated to each site. Tribal leaders and school personnel would then use these guidelines as a model, but make appropriate modifications so that each site would have its own plan. These plans were to be reviewed at the January Council meeting scheduled in Topowa.

The addendum includes "Thoughts about Cultural Awareness" prepared by Mrs. Maudine Carpenter, the SWCEL representative assigned to this program area. Mrs. Carpenter reviewed site plans as these became available and had the opportunity to visit many of the classrooms.

By March 1973, at the time of the Federal sponsors meeting in Sacaton concerning the fate of the project, the cultural awareness program was well underway at most sites.

3. Field trips constituted a major component of the cultural awareness objective. Two major questions come to mind:
 - a. Are the field trips justified in terms of this project objective? (What is the purpose of the trip, its' educational value?)
 - b. Were all project children treated fairly insofar as available resources for sponsoring trips? Was there an equitable distribution of trips for each project classroom/site based on the number of children in the project at that site?

The auditor, in the interim report, reported that in one instance, the field trips were the primary

incentive to remain in the project. The evaluator has heard this same feeling expressed at several sites.

Project management prepared a summary report of field trips for the project year. This report is included in the Addendum. Considering the rural backgrounds of the Indian children, it is assumed that each trip did provide a meaningful, new and enriching educational experience. Learning occurs everywhere, not just in the classroom and children can learn from a variety of people, not just their teachers. With this in mind, the trips seem justified.

The summary report describes 42 separate trips taken by a total of 1,585 children. It does not appear that the trips were distributed equitably around the sites according to number of children in the project. Sacaton, for example, had roughly 20% of the project children and had 40% of the trips! (606 children out of the 1,585) One grade level at Sacaton had six field trips, while several project classrooms had no trips.

Project management needs to review the entire operation of field trips so that these deficiencies

in planning are not repeated. One suggestion is to sub-allocate that portion of the budget to each site principal on the basis of number of children in the project. Approval could still be vested in project management and a fairer distribution of trips should result.

A final point on the field trips. The trips were not balanced throughout the year. A total of nine trips were taken during the first six months of the school year, the remaining 33 trips were concentrated in the last three months. Fourteen trips were taken in May alone.

4. Several excellent examples of constructive projects in cultural awareness have materialized through the efforts of Project HEED.

The sites at Hotevilla, St. Charles Mission, Topowa and Peach Springs submitted well-designed plans for implementing this component into the instructional program. The plans developed at Hotevilla and St. Charles Mission were most comprehensive.

The seventh grade class at San Carlos Rice produced a pamphlet on the history of the Apache.

This pamphlet was widely distributed and has received acclaim from very high sources in government.

Kindergarten classes at Sacaton have been very active in learning about Indian culture. The March Newsletter HEED THE CALL features activities of these classes.

5. Throughout the Project, there are many examples of favorable interaction with the adult community in connection with constructive projects in cultural awareness. It seems that this component serves a most useful purpose in bringing the school and community together.

The mechanics of reimbursement to these adults for their services to the Project, whether it is writing legends or teaching basketweaving seem unduly complicated. Delays in receiving payment for services have a demoralizing influence, not only on the individual who performed the service but also on the administrator who arranged for the services.

6. Teachers were supposed to prepare local tests as an objective measure of learning in the cultural awareness area. The test developed at Hotevilla

is well designed and is a valid assessment tool for the cultural awareness component at that site. The evaluator has not seen any other test instruments developed at other sites. It is possible that project management has such tests and has analyzed results from testing.

In summary, the general purposes of this objective have been met. After a slow start, cultural awareness activities developed on a planned basis at most sites. Many field trips were taken, and these seemed highly relevant. There is a management problem relating to prorating field trips equitably according to number of children at each site. Performance criteria for measuring accomplishment in this program area needs to be made specific. The high level of community involvement and attendant good publicity which can result are plus factors. Local autonomy in developing activities was encouraged.

F. Program Objective

Special education students at each site are provided with referral, diagnostic services, and program development, implementation and evaluation services. Performance objectives are set individually for the

child by the Special Education teacher, the Special Education consultant, and by the Project Director. The Special Education consultant will perform a needs assessment at each site; i.e., locate and identify children with special educational needs, and provide reports to the principals at the sites, and the Project Director. In addition, the Special Education consultant will provide necessary services for the children identified, i.e. referral, diagnostic services and program development, implementation, and evaluation services.

1. During the Project Year, two special education consultants were employed to perform these tasks. The evaluator does not have any reports from these individuals and believes that consultant reports have been furnished to project management.
2. In carrying out the plan, the importance of involving regular classroom teachers in the needs assessment, and the close rapport with parents throughout the process, needs to be stressed.

Project management had complete control of this program objective. Any statement of accomplishment must come from that source.

G. Program Objective

It is hypothesized that first grade children in Sacaton will have developed a more positive attitude toward school life as a result of participating in the learning experiences which are part of the Reinforced Readiness Requisites (RRR) program.

Assessment of the children's attitude toward school was determined through pre/post administration of the self-appraisal inventory (primary level). Results have been discussed in Section D (motivation) of this report. This classroom made a substantial gain in the school attitude category and some of this gain may well be attributed to the RRR program.

IV. Summary of Objectives and Accomplishment

The following table summarizes the accomplishment/non-accomplishment of program objectives for the project second year:

<u>OBJECTIVE</u>	<u>PURPOSE</u>	<u>ACCOMPLISHMENT (YES/NO)</u>	<u>If not, why not</u>
A	Improve reading skills.	No	Criterion too high.
B	Improve basic skills in S/E.	Yes	
C	Improve oral skills.	Yes.	One class did not meet criterion
D	Improve motivation.	No	Project classrooms were split - Half improved. Half regressed in school attitudes.
E.	Cultural Awareness	Yes	
F	S/E Services	(can't tell)	
G	RRR Motivation	Yes	

V. Recommendations to Project Management

The following recommendations are intended to assist Project Management in rendering improvements to the project for the third year:

- A. At an early date get a clear cut policy statement which spells out management responsibilities at each level so that role functions are mutually understood. With such a statement as a base, a simple handbook can be prepared to provide the sites with "do's and don'ts" on all project matters such as materials, field trips, vouchers, etc.
- B. In collaboration with site people and with SDE, revise performance criteria downward in the case of reading. There exists ample evidence that a gain of one grade equivalency is unrealistic for the typical child in a one year reading program.
- C. Continue Distar at grades Kindergarten-3, where it is wanted, but encourage supplemental reading materials as well. Ensure procurement of Distar is on schedule, and attempt to devise a more meaningful Distar observation report.
- D. If a decision is made to retain a process evaluation component in reading (and the data suggest such might be a wise plan) conduct a thorough indoctrination of site people insofar as their responsibilities are

concerned in administering the instruments on schedule, and in reporting results.

- E. Ascertain with Many Farms if they want OLP. Send a staff representative to SWCEL for QAS training (if OLP is to remain).
- F. Consider the expansion of the RRR to perhaps two more project first grades.
- G. Spread field trips throughout the year, and provide trip allocations on a pro-rated basis to the sites.
- H. Allow the Chairman of the Indian Advisory Council to function as the Chairman, setting time, place, purpose of meetings. Provide Chairman with a budget for these meetings.
- I. Include indoctrination of Field Enterprise Materials as part of workshop.
- J. Include indoctrination on Behavior Modification Kits as part of workshop.
- K. Tighten up inventory control of HEED materials.
- L. Attempt to develop simplified, streamlined voucher processing procedures.
- M. Continue site visitations on increased basis with emphasis on what the children are doing.
- N. Provide Federal sponsors with early evidence of specific areas LEA's are willing to take over as project completes third year.
- O. Strive to include the Indian Advisory Council in important meetings.

ADDENDUM

APPENDIX A

Quarterly Evaluation Report-Project HEED

1. This report covers the activities of Project HEED during the quarterly period ending in September 1972.
2. Several events of significance took place during the final months of the first year of Project HEED which influenced the activities of Project staff during the first quarter of the new school year. These included, among other things, the following:
 - a. Dr. Eugenia Rothenberg was appointed as Project Director.
 - b. The Project management met with HEW officials in San Francisco regarding new directions for the Project.
 - c. Negotiations were begun to engage the services of a fully qualified educational program auditor.
 - d. Advance copies of the pertinent sections of the final evaluation report, specifically reading results, were delivered to the Project Director so that formative planning of proposal rewriting could be accomplished on a realistic basis.
3. The final evaluation report was delivered to Project management alongwith all individual test data in mid-July 1972.
4. The major activities of the Project HEED staff during the month of July included:
 - a. A review of the evaluation report and other reports provided internally from the Project for purposes of a formative nature in preparing for the new school year.
 - b. Planning for a Project workshop so that individual teachers and aides, as well as administrative levels at the school districts, could be better informed on the overall objectives and goals of the Project. This workshop was deemed necessary in that several echelons at the sites had expressed the feeling that they were not aware of the objectives or of the procedures through which the objectives were to be accomplished. Much of this communications gap is attributed to the fact that the previous Project Director resigned her position in late 1971, and the position remained unfilled until Dr. Rothenberg's appointment in May 1972.
 - (1) Project HEED staff contracted with Northern Arizona University, Flagstaff, for the workshop facility. Arrangements included dormitory, eating, meeting places and technical assistance.

- (2) Project HEED staff coordinated program details for the 11 day workshop stressing the areas of cultural awareness, reading, oral language program, motivation, reinforcement theory, behavior modification, and educational materials used in the Project such as Montessori, Distar and Field Enterprises. An impressive group of outside consultants were engaged to present various aspects of the technical program for the workshop. Scheduling allowed for optimum conditions in which workshop attendees could share Project experiences directly with one another. Separate conferences were planned to provide maximum opportunity for administrators and teachers to gain first hand knowledge on Project goals and objectives.
5. The workshop provided the focal point of Project HEED activity during August. Project management had made extensive plans and all sites were thoroughly informed as to the purposes, planning and scope of the workshop. Actual attendance averaged between 60-70 participants on a daily basis. This figure represents approximately $\frac{1}{2}$ of the teachers and teacher aides in the Project. Considering all of the factors which militate against attendance at summer workshops, (i.e. summer school, other employment, vacation etc.), the representation must be taken as a positive manifestation of interest on the part of the teachers and aides.
- (1) Project management is to be congratulated on a well organized and smoothly run workshop.
 - (2) Outside attendees included the Chairman of the Indian Advisory Council to Project HEED, Mr. Tony Machukay, the Title III Coordinator from the State Department of Education, Arizona, Dr. Deane Hurd, and a longtime proponent of bilingual education for Indian children in Arizona, Mrs Mamie Sizemore. The newly designated Project auditor, Dr. Jerry Southard, and the Project Evaluator, Dr. Orval Hughes, were in attendance at part of the sessions.
 - (3) Project management obtained critique comments from the attendees. For the most part these comments were quite constructive and reflect the sincere interest on the part of the participants to see the Project become entirely successful. Naturally there were some criticisms expressed which were not positive, and Project management has done an excellent job in reviewing all of the critiques with the intent of making modifications for the betterment of the Project.
 - (4) The University of Northern Arizona provided outstanding support for the workshop.
 - (5) Total workshop costs amounted to approximately \$30,000. It is difficult to analyze the effects of the workshop on a cost/benefit basis. For the purposes of Project HEED, the workshop in August 1972 appeared quite necessary.

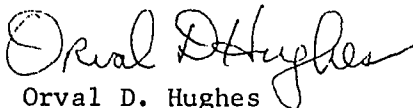
6. The major function of the Project HEED staff during September was to get the educational materials of the Project distributed to the sites, where necessary, and to actually conduct site visits meeting with superintendents, principals, teachers and community representatives so that a positive communications link would be established between the Project headquarters and the sites.

(1) These visits to the sites provided the first opportunity for the newly appointed Project Director to interact at the site level.

(2) Several newly hired teachers and aides had been unable to attend the Project workshop in August, and these visits allowed for these personnel to receive orientation about the Project.

Plans were also made for special teacher training institutes, such as the OLP institute which was conducted at Sacaton in early October 1972.

7. In summary, the activities of the Project staff during the quarter ending September 1972 were highly productive in terms of preparing the sites for the new school year.



Orval D. Hughes
Project Evaluator

January 3, 1973

APPENDIX B

Quarterly Evaluation Report

Project HEED

1. Report Period

This report covers the period October, November and December 1972

2. The major components of this report include:

- OLP Institute training
- Distar Institute training
- Pre-testing
- Project Staff activities
- Indian Advisory Council meetings
- Mini-reading implementation
- Plans for cultural awareness component
- Conferences with Superintendent and SDE personnel

3. Narrative summary

During this report period the Project Evaluator personally visited five of the sites, (Sells, Topowa, Sacaton, San Carlos Rice, St. Charles Mission, and Many Farms). While these visits were made in conjunction with pre-testing, there was opportunity to visit several classrooms and discuss the progress of the Project on an individual basis with teachers. Additionally, the Evaluator was able to bring in experienced educators from the Albuquerque Public Schools as part of their Title IV in-service training. These individuals, all veteran teachers, were thoroughly briefed on the Project goals and objectives prior to their site visits. Since these individuals were teachers they were able to communicate more easily with the Project teachers and report conditions more objectively than might be possible when such visits are made by superiors in the educational "chain of command".

The overall response from these visitations, done in connection with the pre-testing, was highly favorable. A copy of a report from these people is enclosed.

There were several problem areas which will be discussed in the following paragraphs.

The general feeling is that the Project goals and objectives are understood, and that more responsibility for the implementation should be delegated to the site level. In this sense, Project management might give consideration to devoting more effort to field visits and classroom interaction, and that a corresponding reduction in effort which might be counter-productive to such field visits is suggested. The importance of top-level management at Federal and State level notwithstanding, the opinion of the Evaluator supported by the remarks obtained during site visits, is that the sites would like to have more freedom in making the Project "go", and that this should be encouraged.

4. Each of the components will be discussed in the following sub-paragraphs.

A. OLP Institute training

SWCEL conducted a 3 day OLP institute at Sacaton October 2,3,4 1972. Mrs Ida Carrillo of the SWCEL staff coordinated the arrangements for faculty, technicians, equipment and institute materials. Mrs Charlie Mae Ipharr of HEED staff coordinated local arrangements for space, children etc.

Participants included teachers from Peach Springs, Sells, Sacaton, and San Carlos. The number of participants was less than originally planned, and unfortunately there were no substitute teachers available in Many Farms so that those teachers might be trained to offer the OLP. There is no question about the need for the Navajo youngster who grows up on the reservation to develop his oral proficiency skills in English, since his language dominance as a 5/6 year old is in nearly all cases his native language.

During site visits to Many Farms in November, the lower primary teachers and the principal expressed the hope that the children at kindergarten and first grade level at Many Farms might be included in the OLP, for in their judgment, such training is a first-priority.

The 3 day institute provided the participants with the basic skills to begin teaching the OLP lessons. Mrs Ipharr received special training at SWCEL to serve in the role of Quality Assurance Specialist to provide accountability for the successful implementation of the program. The normal OLP institute requires a 5 day session, so it was agreed that SWCEL would provide additional teacher training at a later date to be arranged with the mutual cooperation of Project management and SWCEL. (This has been accomplished-a special OLP training meeting was held in January 1973).

While more related to pre-testing, the results obtained from the SWCEL Test of Oral English Production, administered in October 1972, clearly justify the need for some type of structured oral language activity for the children. As a parallel, oral skills must be developed before reading and writing can develop. The crucial need is at Many Farms. (As expressed by the teachers at that site). A major Project decision is to determine what to do about building up the oral proficiency skills of the children so that, complemented by reading readiness activities, the early instruction in reading may proceed more successfully. Inputs from the teachers, some sample testing are suggested ways to arrive at a meaningful decision. There are several youngsters who need this help, and no doubt there are several who are reasonably fluent as 5/6 year olds and do not need the OLP.

B. Distar Workshop

Mrs Peggy Hostetler, former Project Director of HEED, presented a Distar workshop to selected teachers on October 5,6,7, 1972. Attendees came from Topowa, Sells, Peach Springs, San Carlos, Sacaton and HEED staff. Again, the problem of obtaining substitutes prevented representation from Many Farms.

A total of 19 teachers and HEED staff personnel attended these sessions, which were designed both for beginning Distar teachers and those with a year or more of Distar training experience. Distar is the primary reading program in all sites excepting Topowa, for grades K-3. There is considerable enthusiasm on the part of the teachers for this program. The Distar concentrates on a sound and symbol attack of words, and the underlying rationale is that this type of highly-structured approach to learning reading skills is most appropriate for children of diverse cultures.

The effectiveness of the Distar program will be measured by several techniques, ^{and} include the use of Distar Mastery tests, (criterion referenced to the objectives of the Distar program), the control group at Topowa which is using SWRL reading materials at kindergarten and first grade level, the results of Wide Range Achievement testing for kindergarten and first grade youngsters, and finally the influence of Distar training versus no Distar training on results in comprehension and vocabulary skills as assessed on standardized achievement tests.

Project staff personnel will be making classroom observations in the Distar classrooms on a regularly scheduled basis, and these reports will be reviewed in comparison with the results from the testing program.

Again, from the results of pre-testing, it is clear that the Project funds expended in the development of the Distar reading program are well justified, for there is considerable evidence that the children are behind in grade level.

The important matter which needs to be stressed is that the teachers are very pleased with the Distar program. Whatever the quality of an educational product, unless the classroom teacher has a sincere and positive attitude to work with the product, the implementation will not be successful. This is why it is so vital to the success of HEED to provide expanded opportunities for Project staff, evaluator and others to make frequent contact with the people at the sites.

C. Pre-testing

Pre-testing was accomplished at intervals during October and November of 1972. Efforts to coordinate testing dates through the Project HEED office proved to be most effective so that testing was done with a minimum of confusion and at least interference with the other activities at a site. The cooperation received by administrators and classroom teachers was excellent. There are bound to be minor problems in arranging a satisfactory schedule, but all in all, the pre-testing went smoothly.

Some criticism has been expressed by state and federal personnel that the design calls for "over-testing". In terms of the individual child, the exposure to the testing, including the reading and the self-appraisal inventory, was less than 2 hours. Overall, for the entire Project year, an individual child would be engaged for not more than 5 hours in the testing program. That amount of time seems quite reasonable to the teachers, since it provides for all the process evaluations so vital for interim feedback. Younger children, kindergarten and first graders specifically, would not be engaged for more than 2 hours throughout the testing year.

In view of the priority objective of the Project, namely the improvement of reading skills for the children, (an objective firmly agreed upon by the Indian Advisory Council), it seems that some degree of assessment in the acquisition of reading skills is most necessary.

Special consideration should be given in the testing program to the Many Farms site, which serves as a control at all grade levels K-5. Mr. Garcia and his teachers were most helpful to the evaluation personnel, who had the problem of administering over 500 tests in a two day period, including 175 individually administered instruments.

One factor which came up several times during the pre-testing was that the HEED children are under the influence of several federally-funded programs. At Topowa and Sells, for example, the Metropolitan Readiness Test was being given to early kindergarten children as part of a Title I requirement. (This instrument is designed to measure readiness for first grade and the children were not at that point in their kindergarten year ready for MRT). Now when the testing from these other programs is combined with the testing from the HEED program it may well be that over-testing results.

Hotevilla is another example of a site which is funded under separate BIA Title I grants. The problem of assessing program effects is complicated because of the interactive influence of different federal programs. There is a need for Project management to identify what these other influences are, so that the most meaningful findings can be determined.

Results from pre-testing were disseminated to the Project Director and to the site principals at the Council meeting in mid-December 1972. These results reported individual raw scores, grade equivalents and percentiles. Since that time, pre-test data have been furnished with mean scores by classroom, site, grade level. The Project Director and Evaluator have discussed the format for reporting data on several occasions.

During the first year of the Project, there was an unpleasant situation which arose during the pre-testing, as reported by site personnel, including principals. It was generally the result of inexperienced, young testers. To avoid any repetition of this situation, SWCEL has provided a mature, veteran-teacher team for both pre-testing and post-testing. Five teachers from the Albuquerque Public schools formed the nucleus of this team, which was supplemented by the Evaluator and Navajo leaders in the case at Many Farms. While the costs to provide this degree of experience, in terms of substitute coverage, travel and per diem, may seem excessive, it is the specific request of Project management and site personnel that this practice be continued. There is much to be gained in the validity of the test administration by this procedure. Then there is a corollary spin-off, to wit the HEED teachers have another teacher to talk over their problems with and vice-versa. That the pre-testing went smoothly is in part due to the greater experience level of the testers who were administering the tests. (See separate report from these testers).

D. Project staff activities

The November issue of the HEED newsletter summarizes many of the Project staff activities during the reporting period. These included participation at the Title III NASACC meeting in Scottsdale in late October, attendance at the NIEA meeting in Seattle in early November, a visitation by the Federal sponsor in late November, conferences with State Department personnel, and preparations for the Council meeting in December. Additionally, the Project Director met in Albuquerque in late December with the Evaluator and with the SWCEL Indian Studies Division representative in connection with the renewal proposal and with the development of a positive cultural awareness program.

E. Indian Advisory Council Meetings

The October meeting had to be cancelled due to flood conditions in the Phoenix area following several days of rain. The Chairman of the Council suffered a personal loss in his family which necessitated the cancellation of the November meeting.

The December meeting was held on schedule in the Arizona Power Commission offices in Phoenix on December 18th, 1972. Since this was the only meeting of the Council for the quarter, and since the agenda included the most important topic of gaining inputs from the Council for program redesign, the attendance was gratifying. All sites were represented excepting Peach Springs. The cross-section of attendees included Indian community people, superintendents, principals, teachers, HEED staff, SDE, and the Evaluator. Mrs Maudine Carpenter of SWCEL, a member of President Nixon's cultural heritage Commission and a full Kiowa, was introduced to the Council and is the SWCEL designate for working with site personnel in matters of cultural awareness.

The Council decided to concentrate in three main areas for the Project objectives as follows:

- (1) improvement in reading
(including the OLP)
- (2) special education
- (3) cultural awareness

The value of these Council meetings which provide the opportunity to share Project concerns with the Project management are readily apparent from the seriousness with which the discussions unfold. The impending legislation in the Congress, (Indian Self-Determination Act of 1973), would, if enacted, add significance and additional justification for the continued involvement of the Council as a group to make recommendations with Project management and to assist in formulating decisions affecting the children.

Every effort should be made by Project management to encourage these Council meeting on no less than a monthly basis, with appropriate budgeting so that attendance is encouraged.

While there are now a set of by-laws for the Council, it would appear that some type of smooth working relationship needs to be developed. There is some degree of confusion in terms of the authority vested in the Chairman of the Council, his relationships with the top levels of Project management, and the overall controls of the Project. The Chairman is very much dedicated to making the Project a success, but feels he needs a bit more clarification in defining his role function and authority level with regard to the Project. He is not suggesting another layer of management. On the contrary he is anxious to see the sites take on more responsibilities. It might be appropriate for the Federal sponsor to provide Mr. Machikay on the OE position with respect to the Council, especially in view of the impending legislation cited above.

F. Mini-reading tests

Teachers and other HEED educators have recognized that the standardized achievement tests do not always represent a valid instrument for the Indian child, although there is no way to assess grade level growth without using such an instrument. In order to provide an alternative means of assessment which at the same time gave the child the feeling of a happy reading experience, SWCEL developed a special series of mini-reading tests where the reading passages were flavored with stories of interest for the children.

The mini-tests require only 10 minutes to administer.

The first series of mini-tests were given in December 1972. All sites participated excepting San Carlos Rice and Peach Springs.

The results from this testing have been furnished to Project management. It is gratifying to note that the children are doing much better on the mini-reading tests, on the average, than they did on the achievement tests. Whether the improvement is due to the shorter form of the test, the inclusion of culturally relevant materials, or to general improvement in reading skills is not known. What is significant is that the child is experiencing a degree of success in a reading task.

The teachers have asked for more explanation of the rationale of the mini-reading tests and the nature of the process evaluation which uses these tests. The Evaluator has provided this information to the Project Director.

The second series of mini-reading tests have been given during the February 1973 period and will be reported in the next quarterly report.

G. Plans for cultural awareness component

As a result of the Council meeting held December 19th, and the agreement that cultural awareness would constitute a major Project objective area, the sites requested some type of guidelines for the structuring of this component. Through the efforts of Mrs Carpenter, a framework for suggested activities in the cultural awareness area was developed and furnished to Project management. These guidelines were subsequently distributed to the sites. While each site had some general idea of what to include in the cultural awareness unit, (and it was the wish of all site people that the local community share in the development), these separate plans had not been fully developed by the end of the quarter. Progress during the third quarter is highly encouraging. (The Council meeting in Topowa in January provided opportunity for individual site people to discuss their ideas with Mrs Carpenter). More about the implementation of the cultural awareness component and the assessment will be forthcoming in the next quarterly report.

H. Conferences with key people

The Evaluator met with the Superintendent of the Sacaton schools on November 30th relative to Project problem areas as viewed from his position. This meeting followed by one day a meeting of the Superintendent with the Federal sponsor.

The one major concern expressed by the Superintendent was for a successful Project. While not so stated, it was the feeling that he was concerned about the possibility of "over-management".

It was very gratifying to learn that one full time staff person would be added to the HEED staff. This addition would enable more close rapport at the site level.

On the afternoon of November 30th, the Evaluator met with Dr. Hurd of the State Department of Education. This meeting served to clarify previous misunderstandings about last year's report, as well as an opportunity to share in the thinking of Project needs at the State Department level.

One of the topics discussed was the preparation of an evaluation matrix so that program effects could be more readily assessed. The need for some means to determine program effects is recognized. This does bring back the matter of identifying other programs which are simultaneously operating at the sites.

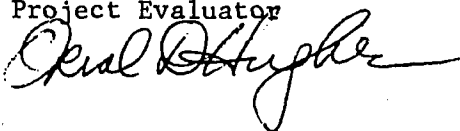
5. Recommendations

The following recommendations appear in order at this time:

- (1) clarify the role of top management as to who controls the project
- (2) Provide the Chairman of the Advisory Council with more specificity as to his role function.
- (3) Determine what to do about OLP at Many Farms
- (4) Increase site visitations as a means of keeping teachers and others abreast of new things, and as a primary source of feedback.
- (5) Provide for more classroom observations on reading and OLP, within the limitations of the budget
- (6) Continue monthly Council meetings
- (7) Encourage the site development of the cultural awareness units
- (8) Identify other program influences

Orval D. Hughes,
Project Evaluator

March 2, 1973



APPENDIX C

Special Evaluation Report

Project HEED

1. Purpose

The purpose of this report is to provide Federal sponsors of Project HEED with a timely, updated summary of Project accomplishments during the period January 1, 1973 thru March 15, 1973.

This report has been requested by the Federal sponsors in order that they may have more complete information on Project activities and in that way be better prepared to make decisions relative to renewal funding.

The importance of this report stems from a felt need by Federal sponsors that information received prior to the 3/12/73 meeting in Sacaton was insufficient to base funding decisions upon, and that they were unaware of several positive accomplishments within the Project. The response from the Indian community in particular, at the 3/12/73 Sacaton meeting, clearly supported the continuation of the Project citing specific accomplishments and worthwhile current undertakings. For example, the President of the School Board of the Sacaton Schools stated that he would be willing to continue certain components of the Project at District expense upon final cut off of the Title III Project.

Neither the State Department of Education, Arizona or the Federal sponsors seemed adequately informed about the accomplishments of the Project, thereby suggesting a communications breakdown between these groups and the Project management. The response by the above parties, upon recognizing the deep concerns of the Indian community and the site representatives for continuation of the Project based upon positive accomplishments was most heartwarming.

This represents the background which led to the suggestion by the Federal sponsors that this report be prepared.

2. Period of report

This report covers the period January 1, 1973 thru March 15, 1973.

3. Evaluation visits

The Project Evaluator and/or his assistant have visited the following sites during the report period.

<u>Site</u>	<u>Date of visit</u>
Sacaton	1/25/73 and 3/12/73
Sells/Topowa	1/26/73
Hotevilla	2/24/73
San Carlos Rice	3/11/73
St. Charles Mission	3/11/73

While these visits were planned in conjunction with scheduled meetings, (i.e. Advisory Council 1/26/73 & Federal sponsors 3/12/73), the visits did present an opportunity to visit classrooms and discuss Project activities directly with participating teachers. A total of 22 classrooms were visited during this report period.

Direct visitations to the classroom to observe first-hand the progress of the children and the use of the educational materials, alongwith the chance to discuss the Project with the teachers is, in the opinion of the Evaluator, the most valid way to assess the Project. Using this criterion, the Project must be considered highly successful.

As testimony of the feelings of key educators towards the Project, the Evaluator personally requested and received letters of support from the respective principals at St. Charles Mission and San Carlos Rice. These letters were addressed to the Superintendent at Sacaton, Mr. Wallace Burgess, who in turn passed them along to the Federal sponsor, Mrs Cassel at the 3/12/73 Sacaton meeting. This somewhat indirect way of informing Federal sponsors was deemed necessary because of repeated heresay information of a totally negative nature towards the Project which has been emanating from upper sources. In fact, one such comment was that the Federal sponsors had already met with State Department of Arizona officials and decided that the Project was not to be continued.

It is sincerely hoped that the Federal sponsors will not pre-judge the Project solely on information received from SDE Arizona but rather will examine carefully all of the evidence, in particular the concerns of the Indian children, the actual accomplishments that are taking place, and the support for the Project which is evidenced by the educators at the sites and the Indian Advisory Council.

4. The balance of this report will be subdivided as follows:

- Council meetings
- OLP institute
- Mini-reading
- Field trips
- Staff reports
- Conference with key officials
- Federal sponsor's meeting

a. Advisory Council meeting 1/26/73 Topowa

Minutes of this meeting have been distributed to the Federal sponsors in the dissemination packet provided at the 3/12/73 Sacaton meeting and are self-explanatory. It is significant to point out that each of the sites was represented at this meeting. St. Charles Mission, Hotevilla, and Topowa had completed their cultural awareness units as a follow-up to the December Council meeting, and other site people discussed the development of their units with the SWCEL representative for the cultural awareness component, Mrs Carpenter.

b. OLP institute 1/27/73

A one day OLP institute designed to provide in-service training for participating teachers was held Saturday 1/27/73 at the Francisoo Grande in Casa Grande.

It should be stressed that proper implementation of the SWCEL OLP includes providing for in-service training for the teachers/aides. Normally these in-service experiences are planned and conducted by the Quality Assurance Specialist. The nature of Project HEED with its scattered sites does not lend itself readily to such in-service meetings, though one staff member has completed all the requirements for QAS certification.

Topics covered during the one day institute included:

- Content test administration
- Interpretation of test data
- Lexicon/pronunciation
- Syntax

Regretfully, attendance was poor. The Peach Springs teachers were there, but there were no teachers from Sells, Sacaton, or San Carlos. It is understood that other conflicting in-service meetings from other Titled Projects prevented most of the participation. Project HEED staff was well represented. This brings back the point discussed in the 2nd Quarterly evaluation report. Identification of other influences in terms of Projects is essential before one can determine what the Program effects of HEED are.

c. Mini-reading Progress

The second set of mini-reading tests were administered during February 1973. Children are consistently improving in reading skills. All sites participated excepting Sells, and there is no explanation why Sells did not complete the tests.

Computer print-outs for the process evaluation covering the pre-test, first mini-reading and second mini-reading have been delivered to Project management and discussed.

Discussions with several teachers at different sites and different grade levels testify that these instruments are well liked by the teachers and the children.

The reader is reminded that a total time of 10 minutes is all that is required for administering the mini-reading test, and an assessment of vocabulary, synonym and comprehension is determined. These instruments are culturally relevant to the Indian child.

It is also of interest to report that several other communities have begun using these mini-reading tests, and that in this way something started within Project HEED has been replicated to other areas. Specific examples of such replication are with the Career Education Center, Taos, South Valley Albuquerque schools, Ysleta Independent School District, Texas, Southern Pueblo Day schools, New Mexico, and recently an interest by the United Western Tribes of Oklahoma and Kansas, and the Burrough School District of Anchorage, Alaska.

d. Field trips

Again, this topic is adequately covered in a hand-out furnished Federal sponsors at the 3/12/73 Sacaton meeting. One addition worthy of mention is the positive effort to relate the Globe, Arizona school system to the nature of the San Carlos Indian community, a Project which deserves commendable praise and sponsored by Mr. Bodioga, 7th grade teacher at San Carlos Rice.

e. Staff visits and reports

A separate report on this topic was included in the handout materials at the 3/12/73 Sacaton meeting. The only additional comment is that with someone of Mrs. Lujan's experience, (over 30 years of teaching Indian children in BIA schools), it is a pleasure to note the very positive things described in her report. The Project management is to be commended for having employed such an eminently well qualified individual to the staff.

f. Conferences

Project evaluator and assistant met with the Chairman of the Indian Advisory Council on 2/24/73. Originally, a Council meeting was scheduled at Hotevilla but this was cancelled. Since SWCEL personnel were already in travel status it was felt that some gain could be realized by continuing with original plans.

Mr. Machukay is very concerned about his role, and the role of the Council, as it relates to the Project. There is a need for Federal sponsors to clarify the role of the Indian Advisory Council. There is growing concern, based upon the heresay threats that the Project would be discontinued, that the Federal sponsors and the SDE-Arizona are not listening to the Indian community. One way to smooth this matter out once and for all is to include representation by Mr. Machukay or his delegate to meetings where major Project affairs are being discussed. Another way to show interest is to attend the Council meetings. Too many important matters regarding the Project are being discussed without the knowledge of the Indian Advisory Committee.

The Evaluator has personally recommended to the Federal sponsor that some representation from the Indian Advisory Council be included at the planning meeting in early April for re-writing the Project proposal. The exclusion of representation from this group can not lead to improvement in the current state of the relationships.

A conference was held with Mr. Burgess on the morning of 3/12/73, and his concern was mainly the future of the Project. He too had received feedback that there was a strongly negative attitude pertaining to renewal.

g. Federal sponsor's meeting 3/12/73

The meeting had been originally scheduled for 3/11/73, then at 9:00 AM on 3/12/73, and actually convened at 1:30 PM on 3/12/73. Attendance included Federal sponsors, SDE representation, Sacaton authorities, Project HEED staff, Community leaders, and SWCEL evaluation staff.

Mr. Walker opened the meeting with a brief overview of Title III projects in general, and expressed his concern about the future of HEED, his attitude appearing at the time to be one of distrust of the Project and pessimism regarding its continuation. His factual back-up for this position stemmed not from actual site visitation reports, but rather from what he considered "scanty" information from Project management.

Several people responded to this attack upon the effectiveness of HEED, citing specific accomplishments. The information contained in the handouts, given out at the beginning of the meeting, would help materially in presenting a more favorable picture.

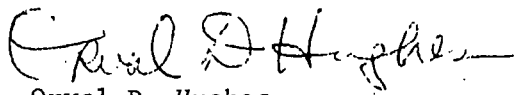
During the 2½ hour meeting the response from the site people, Indian community, school authorities, Project staff and evaluation staff was entirely positive. It is felt that the Federal sponsors and SDE representative came away from the meeting feeling much better about the Project.

There is obviously work to be done to place the renewal proposal in proper format for acceptance by the Federal sponsors.

One point that was clarified-namely, who is in charge of the Project. The Superintendent, Sacaton Public Schools, by virtue of the nature of the Project, being funded under Section 306 of the Title III, was recognized as the individual who is in charge of the Project.

The meeting adjourned at approximately 4:00 P.M.

Respectfully submitted,



Orval D. Hughes
Project Evaluator

March 26, 1973

APPENDIX D

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TABLE I
Mean Scores as Grade Equivalents
Comparison by Sites
Kindergarten
Wide Range Achievement Test (Reading)

<u>Site</u>	<u>N</u>	<u>Pre</u>	<u>Post</u>	<u>Gain</u>
Many Farms	23	K.1	K.6	0.5
	(C) 29	K.5	K.9	0.4
	(C)* 25	K.7	1.4	0.7
Peach Springs	18	K.4	K.6	0.2
Sacaton	20	PK.3	K.5	1.2
	22	K.2	K.6	0.4
San Carlos Rice	37	K.2	K.4	0.2
Sells	22	PK.9	K.8	0.9
St. Charles	30	K.5	1.2	0.7
Topowa	<u>17</u>	K.1	1.1	1.0
Total	243			

*This class is a beginner's class, midway between Kindergarten and 1st Grade level.

All classrooms are project classrooms excepting those identified as control (C) at Many Farms.

TABLE II
Mean Scores as Grade Equivalents
Comparison by Sites
First Grade

<u>Site</u>	Reading (WRAT)			
	<u>N</u>	<u>Pre</u>	<u>Post</u>	<u>Gain</u>
Many Farms	18	K.8	1.4	0.6
	(C) 22	1.4	2.7	1.3
	(C) 15	1.0	1.5	0.5
Peach Springs	11	K.8	1.4	0.6
Sacaton	21	K.8	1.3	0.5
San Carlos	19	K.6	1.4	0.8
Sells	24	K.6	1.5	0.9
St. Charles	21	1.7	2.3	0.6
Topowa	<u>23</u>	K.8	1.4	0.6
Total	174			

Control Classrooms identified by (C).

TABLE III

Mean Scores as Grade Equivalents
Comparison by Sites
Second Grade
SRA 2-4 Reading

Site	N	Comprehension			Vocabulary			Total Reading		
		Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Many Farms	21	2.3	2.3	0.0	2.2	2.5	0.3	2.3	2.5	0.2
	(C) 20	2.3	2.5	0.2	2.4	2.6	0.2	2.4	2.6	0.2
	(C) 20	2.1	2.2	0.1	1.7	2.1	0.4	1.9	2.1	0.2
Peach Springs	17	1.7	1.9	0.2	1.8	2.3	0.5	1.7	2.1	0.4
Sacaton	22	1-	2.5	1.5	1-	2.4	1.4	1-	2.5	1.5
San Carlos*	22	1.8	1.4	-0.4	2.1	1.5	-0.6	1.9	1.4	-0.5
Sells	10	1.7	1.9	0.2	1.8	2.4	0.6	1.7	2.2	0.5
St Charles	17	2.2	2.5	0.3	2.0	2.6	0.6	2.1	2.6	0.5
Topowa	25	1.3	1.9	0.6	1.5	1.8	0.3	1.2	1.8	0.6
Total	174									

*This class was pre-tested in February, 1973 not in October, 1972.

TABLE IV
Mean Scores as Grade Equivalents
Comparison by Sites
Third Grade
SRA 2-4 Reading

<u>Site</u>	<u>N</u>	<u>Comprehension</u>			<u>Vocabulary</u>			<u>Total Reading</u>		
		<u>Pre</u>	<u>Post</u>	<u>Gain</u>	<u>Pre</u>	<u>Post</u>	<u>Gain</u>	<u>Pre</u>	<u>Post</u>	<u>Gain</u>
Many Farms	23	2.4	2.8	0.4	2.8	3.1	0.3	2.6	2.9	0.3
(C)17		2.3	2.2	-0.1	2.5	2.6	0.1	2.4	2.5	0.1
(C)21		2.0	2.3	0.3	2.1	2.3	0.2	2.1	2.3	0.2
Peach Springs	2	2.0	2.7	0.7	1.7	3.1	1.4	1.7	2.8	1.1
Sacaton	22	2.3	2.8	0.5	2.7	3.4	0.7	2.5	3.2	0.7
San Carlos (no Third Grade in Project)										
Sells	9	1.7	1.2	-0.5	1.6	1.6	0.0	1.7	1.3	-0.4
St. Charles	21	3.1	3.5	0.4	3.1	3.4	0.3	3.1	3.4	0.3
Topowa	28	2.3	2.4	0.1	2.1	2.5	0.4	2.2	2.5	0.3
Total	143									

Control Classrooms identified by (C)

TABLE V

Mean Scores as Grade Equivalents
Comparison by Sites
Fourth Grade
SRA 2-4 Reading

Site	N	Comprehension			Vocabulary			Total Reading		
		Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Hotevilla	5	4.4	3.4	-1.0	4.8	4.1	-0.7	4.5	3.7	-0.8
Many Farms	23	2.7	2.9	0.2	2.8	2.8	0.0	2.7	2.9	0.2
(C) 18	X	2.8			X	2.6		X	2.6	
(C) 22	2.5	3.1	0.6		2.8	3.2	0.4	2.7	3.2	0.5
Peach Springs	10	2.5	2.7	0.2	3.0	3.1	0.1	2.7	2.9	0.2
Sacaton	20	2.5	3.5	1.0	2.5	3.2	0.7	2.6	3.3	0.7
San Carlos	25	2.6	2.5	-0.1	2.6	2.5	-0.1	2.6	2.6	0.0
Sells	15	2.4	2.7	0.3	2.4	2.6	0.2	2.4	2.7	0.3
St. Charles	(No Fourth Grade)									
Topowa	32	2.5	2.5	0.0	2.3	2.6	0.3	2.4	2.5	0.1
Total	170									

(C) - Control Classroom

X - At pre-test time, there were two Fourth Grade classrooms at this site. At post-test time, there were three.

TABLE VI
Mean Scores as Grade Equivalents
Comparison by Sites
Fifth Grade
SRA Multi-Level Reading

Site	N	Comprehension		Vocabulary		Total Reading	
		Pre	Post	Pre	Post	Pre	Post
Hotevilla	5	3.9	4.1	4.5	3.6	4.4	3.9
			0.2		-0.9		-0.5
Many Farms	24	3.3	3.6	3.9	3.6	3.7	3.7
			0.3		-0.3		0.0
(C) 24	24	3.3	4.5	3.9	4.1	3.7	4.4
			1.2		0.2		0.7
(C) 20	20	3.7	4.5	4.6	4.1	4.2	4.4
			0.8		-0.5		0.2
Peach Springs	13	3.2	3.1	3.7	3.8	3.5	3.5
			-0.1		0.1		0.0
Sacaton	23	3.1	3.1	3.1	3.4	3.1	3.1
			0.0		0.3		0.0
San Carlos	19	3.1	3.3	3.3	3.6	3.2	3.5
			0.2		0.3		0.3
Sells	22	4.1	4.3	4.1	4.7	4.1	4.4
			0.2		0.6		0.3
Topowa	30	3.6	3.2	3.4	3.1	3.6	3.1
			-0.4		-0.3		-0.5
Total	170						

TABLE VII
Mean Scores as Grade Equivalents
Comparison by Sites
Sixth Grade
SRA Multi-Level Reading

Site	N	Comprehension			Vocabulary			Total Reading		
		Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Hotevilla	8	5.1	6.1	1.0	4.9	5.7	0.8	5.2	5.9	0.7
Peach Springs	12	3.6	4.3	0.7	4.1	4.7	0.6	3.9	4.5	0.6
Sacaton	28	3.1	3.1	0.0	3.1	3.1	0.0	3.1	3.1	0.0
San Carlos	23	3.3	4.1	0.8	3.2	4.5	1.3	3.3	4.4	1.1
Sells	23	4.3	4.9	0.6	4.7	4.7	0.0	4.7	4.8	0.1
Topowa	<u>29</u>	4.3	4.7	0.4	4.3	4.5	0.2	4.4	4.6	0.2
Total	123									

TABLE VIII
Mean Scores as Grade Equivalents
Comparison by Sites
Seventh Grade
SRA Multi-Level Reading

<u>Site</u>	<u>N</u>	<u>Comprehension</u>			<u>Vocabulary</u>			<u>Total Reading</u>		
		<u>Pre</u>	<u>Post</u>	<u>Gain</u>	<u>Pre</u>	<u>Post</u>	<u>Gain</u>	<u>Pre</u>	<u>Post</u>	<u>Gain</u>
Peach Springs	16	4.3	4.3	0.0	4.1	4.7	0.6	4.2	4.5	0.3
Sacaton										
Sacaton	24	3.1	3.5	0.4	3.1	3.6	0.5	3.1	3.8	0.7
San Carlos	19	3.1	4.1	1.0	3.2	4.3	1.1	3.1	4.2	1.1
Sells	<u>12</u>	3.3	4.7	1.4	4.1	4.5	0.4	3.7	4.6	0.9
Total	71									

TABLE IX
Mean Scores as Grade Equivalents
Comparison by Sites
Eighth Grade
SRA Multi-Level Reading

<u>Site</u>	<u>N</u>	<u>Comprehension</u>			<u>Vocabulary</u>			<u>Total Reading</u>		
		<u>Pre</u>	<u>Post</u>	<u>Gain</u>	<u>Pre</u>	<u>Post</u>	<u>Gain</u>	<u>Pre</u>	<u>Post</u>	<u>Gain</u>
Peach Springs	9	5.7	5.5	-0.2	5.3	6.1	0.8	5.6	5.9	0.3
Sacaton	22	3.1	4.5	1.4	3.2	4.9	1.7	3.1	4.8	1.7
San Carlos	15	3.3	3.5	0.2	3.2	4.5	1.3	3.5	4.2	0.7
Sells	12	4.0	4.7	0.7	4.2	4.5	0.3	4.2	4.6	0.4
Total	58									

TABLE X
Mean Scores as Grade Equivalents
Total Project (Post-Tests)

Grade	N	<u>Comprehension</u>		<u>Vocabulary</u>		<u>Total Reading</u>
Kindergarten	243					K.8
First	174					1.6
Second	175	2.3	2.2			2.2
Third	143	2.3	2.6			2.5
Fourth	170	2.6	2.7			2.7
Fifth	173	3.8	3.6			3.7
Sixth	123	4.3	4.1			4.2
Seventh	71	4.4	4.2			4.3
Eighth	58	4.6	4.5			4.6
Total	1340					

Instruments

Kindergarten/First	Wide Range Achievement Test (Reading)
Second/Third/Fourth	SRA 2-4 Level (Reading)
Fifth/Sixth/Seventh/Eighth	SRA Multi-Level Blue (Reading)

TABLE XI

Distar Results

Number Satisfactory/Percentage Satisfactory

<u>A. Distar I</u>		<u>A</u>		<u>B</u>		<u>C</u>	
<u>Site</u>	<u>Teacher</u>	<u>GR</u>	<u>N</u>	<u>Sat/%</u>	<u>Sat/%</u>	<u>Sat/%</u>	<u>Sat/%</u>
Many Farms	Thomas	2	22	22/100	20/90	21/95	21/95
Peach Springs	Odle	Kdg.	19	13/68	10/53	0/0	0/0
St. Charles Mission	Sr. Regina	Kdg.	30	19/63	13/47	8/27	8/27
	Sr. Inez	1st	24	24/100	23/96	17/70	17/70
San Carlos Rice	Cassadore	1st	20	4/20	6/30	4/20	4/20
	Weeden	2nd	23	12/52	7/30	4/17	4/17
	Williams	S/E	6	2/33	1/16	0/0	0/0
Topowa	Morgan	2nd	18	16/88	7/38	8/44	8/44
Sacaton	Evers	Kdg.	7	6/86	2/28	0/0	0/0
	Korosec	1st	23	19/83	16/69	13/56	13/56
	Whitsell	2nd	23	22/95	21/90	20/87	20/87
<u>B. Distar II</u>							
Many Farms	Fanning	3rd	23	21/91	17/74	17/74	17/74
St. Charles Mission	Sr. Patrice	2nd	17	17/100	13/76	10/59	10/59
	Sr. Felicia	3rd	22	21/95	19/86	18/82	18/82
Topowa	Airth	3rd	10	8/80	3/30	0/0	0/0
TOTAL				287			

Gates-MacGinitie Reading Readiness Test

Kindergarten 5/73

Class Means

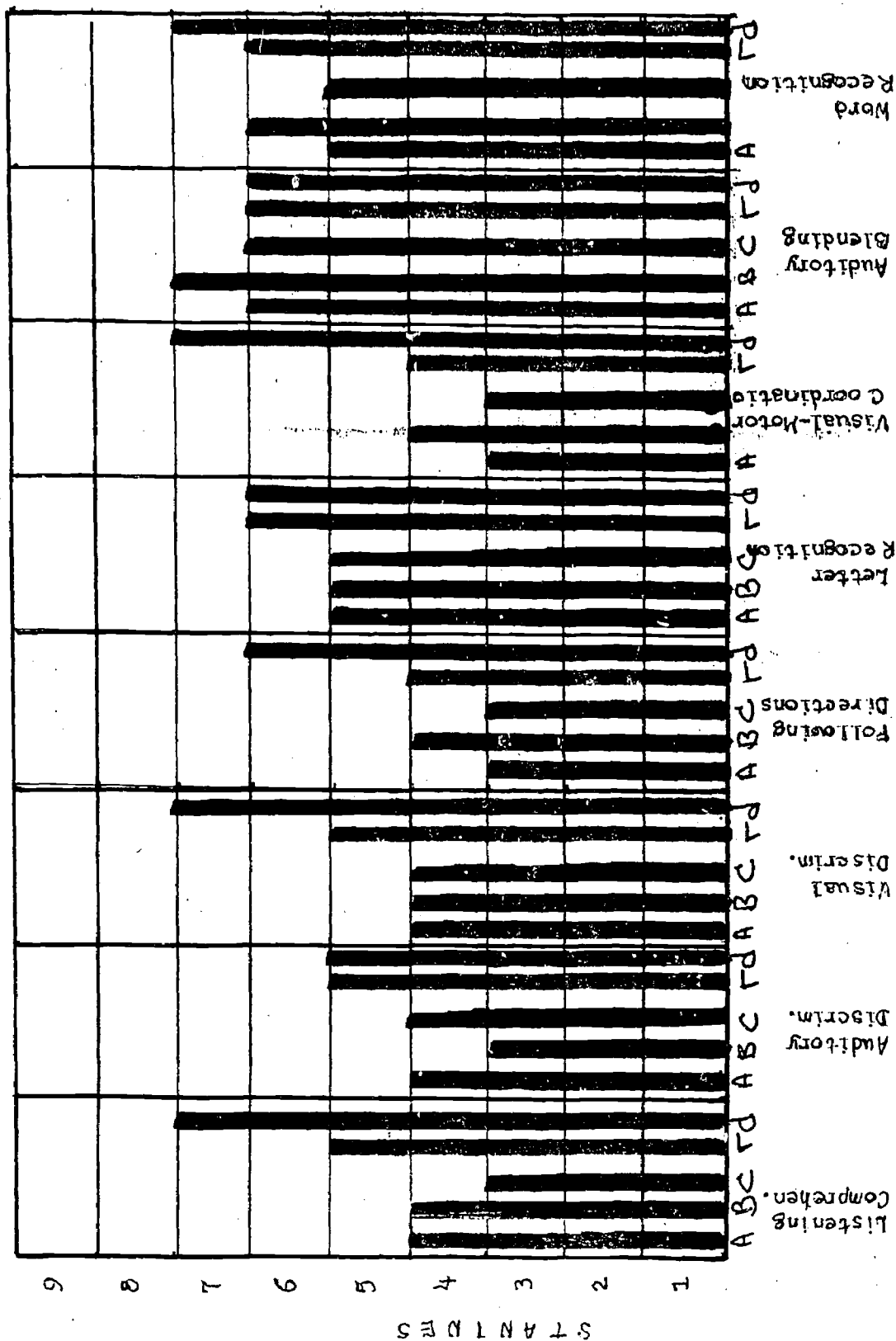


Table XII

1. Mrs. Purcell N=16 =A 2. Mrs. Robinson N=24 =B 3. Miss Hoogstra N=26 =C

4. Miss Bogard N=21 =D 5. Mrs. Cross N=20 =D

TABLE XIII
Mini Tests Results

Site	Teacher	GR	Mean Raw Scores		
			Mini 1	Mini 2	Mini 3
Topowa	Morgan	2	10.6	11.5	11.0
	Airth	3	14.0	14.3	16.8
	Sr. Anne	4	18.7	16.0	18.0
	Sr. Ursula	5	18.8	18.2	19.6
	Fedro	6	19.8	17.9	18.8
St. Charles Mission	Sr. Patrice	2	14.0	17.9	20.0
	Sr. Felicia	3	19.4	19.1	23.3
San Carlos Rice	Weeden	2		10.9	10.5
	Nagtalon	4		19.5	21.0
	Moore	5		18.8	17.8
	Cowden	6		20.5	19.2
	Bodiroga	7		18.9	17.8
	Chase	8		19.1	17.7
	Whitsell	2	17.9	17.8	
	Hering	3	19.9	20.3	
Sacaton	Carney	4	21.0	2.10	
	Brigham	5	19.2	19.4	
	Polley	6	20.2		
	Burke	7	20.0	19.3	
	Ahlquist	8	20.4	19.5	20.5

TABLE XIII (cont.)

<u>Site</u>	<u>Teacher</u>	<u>GR</u>	<u>Mini 1</u>	<u>Mini 2</u>	<u>Mini 3</u>
Peach Springs	Siers	2		12.0	
	Davis	3		16.8	
	Cheers	4/5		20.4	
	Wingo	6		19.3	
	Thompson	7		19.7	
	Wilson	8		19.6	
Sells	Crooks	2	9.4		
	Lutes	3	13.2		
	McFarlane	4	17.2		
	Marden	5	19.8		
	Merrill	6	19.3		
	Lee	7	19.0		
	Lee	8	19.3		
Many Farms	Thomas	2	13.8	15.5	
	Fanning	3	17.6	18.4	
	McGillory	4	18.8	17.7	
	Leafdale	5	17.3	19.1	
Hotevilla	Cordalis	4	19.8	17.3	
	Cordalis	5			
	Cordalis	6	20.6	20.8	

TABLE XIV

Special Education Results
Wide Range Achievement Test
Mean Raw Scores/Grade Equivalents

Gains-Grade Equivalents		Reading				Spelling		Arithmetic	
Site	Teacher	N	Pre	Post	Gain	Pre	Post	Pre	Post
Sells	Forbes	12	18/k7	31/1.5	0.8			18/1.4	21/1.9
	Zwelensky	9	36/1.8	45/2.5	0.7	28/2.2	30/2.5	24/2.4	26/2.8
Sacaton	Hertz	6	21/k9	32/1.5	0.6	19/1.1	22/1.3	16/1.1	18/1.4
	Hargreaves	13	42/2.3	50/2.9	0.6	30/2.15	30/2.15	25/2.5	27/2.8
San Carlos	Williams	7	24/1.1	26/1.3	0.2	21/1.2	24/1.7	18/1.4	20/1.8
Topowa*	Kraft	<u>16</u>		35/1.8			21/1.2		19/1.6
TOTAL		63							

* There was no Special Ed Teacher at pre-test time.

TABLE XV

OLP Results

Mean Raw Scores

SWCEL TEST OF ORAL ENGLISH PRODUCTION

Total Project	<u>N</u>			<u>Pre-Test</u>	<u>Post-Test</u>	<u>Gain</u>
	60			109.6	129.9	20.3
<u>Site</u>	<u>Teacher</u>	<u>N</u>	<u>GR</u>	<u>Pre-Test</u>	<u>Post-Test</u>	<u>Gain</u>
Peach Springs	Chavez	12	1st	124.5	143.8	19.3
	Odle	18	Kdg.	123.9	135.3	11.4
Sells	Robinson	18	Kdg.	95.8	128.8	33.0
	Forbes	4	S/E	97.5	104.7	7.2
Sacaton	Hertz	2	S/E	123.5	134.5	11.0
San Carlos	Williams	<u>6</u>	S/E	81.8	105.0	23.2
TOTAL		60				

TABLE XVI

Self Concept Categories
Kindergarten (Experimental)
Post-Tests Results

<u>Site</u>	<u>N</u>	<u>Peer</u>	<u>Family</u>	<u>School</u>	<u>General</u>
A	21	.73	.67	.91	.91
B	29	.69	.63	.71	.71
C	41	.64	.57	.59	.59
D	20	.67	.62	.75	.85
E.	29	.68	.55	.52	.64
TOTAL	140				

The following conclusions are drawn from Table XVI.

1. Kindergarten children have essentially the same positive feelings towards peer and family groups at all sites.
2. Kindergarten children have positive feelings towards school and general self-image although not to the same degree at all sites.

TABLE XVII

Self-Concept Categories
First Grade (Experimental)
Post-Test Results

<u>Site</u>	<u>N</u>	<u>Peer</u>	<u>Family</u>	<u>School</u>	<u>General</u>
A	21	.76	.52	.60	.60
B	23	.67	.54	.78	.72
C	18	.93	.82	.28	.58
D	23	.73	.62	.70	.83
E.	19	.70	.54	.61	.55
F	<u>25</u>	.77	.63	.58	.78
TOTAL	129				

The following conclusions are drawn from Table XVII.

1. First Grade children have high positive peer feelings at all sites.
2. First Grade children have positive feelings towards family and general self-image, the degree of these feelings differing from site to site.
3. Positive feelings in one category of self-concept does not ensure positive feelings in all categories as is evidenced by one negative finding on attitude towards school.

TABLE XVIII

Self-Concept Categories
Second Grade (Experimental)

<u>Site</u>	<u>N</u>	Post-Test Results			
		<u>Peer</u>	<u>Family</u>	<u>School</u>	<u>General</u>
A	17	.69	.43	.29	.53
B	22	.74	.55	.64	.57
C	23	.73	.58	.61	.61
D	20	.85	.68	.60	.50
E	23	.67	.54	.78	.72
F	16	.73	.67	.47	.72
TOTAL	121				

The following conclusions are drawn from Table XVIII

1. Second Grades have high positive feelings toward their peers at all sites.
2. For the most part, Second Graders have positive feelings towards family, though this feeling is less positive than their feeling towards peers.
3. Second Graders differ considerably in their feelings towards school from site to site.
4. Second Graders have generally positive feelings towards self-image with minor differences from site to site.

TABLE XIX
Self-Concept Categories
Third Grade

Site	N	Post Test Results			
		Peer	Family	School	General
A	13	.72	.39	.27	.62
B	9*	.85	.52	.33	.50
C	23	.77	.65	.54	.52
D	23	.74	.64	.61	.65
E	30	.64	.49	.60	.72
F	21	.68	.60	.50	.67
TOTAL	119				

* No inferences due to low "N"

The following conclusions are drawn from Table XIX.

1. Third graders have a high positive peer relation feeling at all sites.
2. Third grades at the various sites have marked differences in their perceptions towards family and school.
3. Third graders have positive feelings in the general self-image category with moderate differences from site to site.

TABLE XX

Self-Concept Categories
Fourth Grade (Experimental)

<u>Site</u>	<u>N</u>	<u>Post Test Results</u>			<u>General</u>
		<u>Peer</u>	<u>Family</u>	<u>School</u>	
A	35	.47	.64	.57	.51
B*	5	.28	.58	.12	.26
C	22	.45	.62	.56	.47
D	19	.44	.48	.50	.56
E	22	.38	.51	.49	.45
F	25	.63	.57	.44	.74
G	12	.78	.50	.50	.58
<u>TOTAL</u>					
	140				

* No inferences will be drawn from these results due to low "N".

The following conclusions are drawn from Table XX.

1. Fourth grade children have widely differing feelings towards their peers. These feelings are considerably less positive in nature than similar feelings for younger children.
2. Fourth grade children have essentially the same feelings towards their family.
3. Fourth grade children have essentially a neutral attitude towards school and general self-image.

TABLE XXI
Self-Concept Categories
Fifth Grade (Experimental)

<u>Site</u>	<u>N</u>	<u>Post Test Results</u>		
		<u>Peer</u>	<u>Family</u>	<u>School</u>
A	13	.58	.56	.45
B	22	.58	.68	.59
C	21	.52	.70	.57
D	24	.59	.51	.41
E	24	.53	.70	.63
F*	6	.49	.47	.43
G	28	.58	.61	.56
TOTAL	138			

General

.49
.65
.57
.60
.56
.50
.58

*No inferences because of low "N".

The following conclusions are drawn from Table XXI.

1. Fifth graders have essentially the same feelings towards peers at all sites, this feeling being slightly positive.
2. While there are some differences among fifth graders in feelings towards family, school and general self-image, these differences are minor in nature.
3. There are only minor differences across categories.

TABLE XXII
Self-Concept Categories
Sixth Grade (Experiemental)

<u>Site</u>	<u>N</u>	<u>Post Test Results</u>		
		<u>Peer</u>	<u>Family</u>	<u>School</u>
A	24	.45	.67	.45
B*	8	.49	.53	.33
C	28	.51	.55	.46
D	21	.57	.52	.49
E	28	.63	.70	.58
F	12	.43	.50	.35
TOTAL	121			

General

.52
.53
.63
.53
.59
.57

*No inferences because of low "N".

The following conclusions are drawn from Table XXII.

1. Sixth graders have a less positive feeling towards school than towards their peer, family and general self-image relationships. (School feelings were consistently the lowest of all 4 categories at each site.)
2. Sixth graders have essentially the same feelings of general self-image at all sites, and differences in the other three categories are minor.

TABLE XXIII
Self-Concept Categories
Seventh Grade (Experimental)

<u>Site</u>	<u>N</u>	Post Test Results			
		<u>Peer</u>	<u>Family</u>	<u>School</u>	<u>General</u>
A	13	.60	.60	.48	.55
B	23	.54	.62	.57	.55
C	23	.55	.60	.39	.58
TOTAL	59				

The following conclusions are drawn from Table XXIII.

1. With the exception of attitudes towards school, there is essentially no differences on the part of seventh grade children in self-concept feelings from site to site, with these feelings being positive.
2. Feelings towards school on the part of seventh graders differs from site to site, ranging from positive to negative.

TABLE XXIV
Self-Concept Categories
Eighth Grade (Experimental)

<u>Site</u>	<u>N</u>	<u>Post Test Results</u>			
		<u>Peer</u>	<u>Family</u>	<u>School</u>	<u>General</u>
A	22	.57	.70	.43	.56
B	34	.58	.67	.49	.57
C	9	.54	.59	.43	.54
TOTAL	65				

These conclusions may be drawn from Table XXIV.

1. There are nearly identical feelings on the part of eighth graders in the categories of peer relationships and general self-image, these feelings being slightly positive in nature.
2. Eighth graders perceive school as their lowest category of the self-concept profile.
3. Eighth graders perceive family relationships as the most positive of the self-concept profile.

TABLE XXV

Self-Concept Categories
Comparison by Grade Level

Grade	N	Peer	Family	School	General
Kdg.	140	.68	.60	.67	.71
1st*	166	.75	.61	.56	.66
2nd*	160	.73	.60	.59	.63
3rd*	157	.72	.56	.50	.64
4th*	182	.51	.56	.50	.54
5th*	174	.57	.63	.56	.59
6th	121	.53	.59	.47	.57
7th	59	.56	.61	.48	.56
8th	65	.57	.67	.46	.56

*Includes control classrooms

These conclusions are drawn from Table XXV.

1. Positive feelings in self-concept tend to decrease as children grow older, with the exception of the family relationships.
2. Beginning at the first grade level and continuing throughout all the grades, the child's feelings of school are perceived as the lowest of the four categories.

APPENDIX E

Thoughts about Cultural Awareness

There are many definitions of culture but a simple one might be that culture consists of the material and social values of a group of people, their customs and mores, attitudes, and behavior patterns.

Every individual at birth is surrounded by some pattern of norms which are transmitted to him in the learning process, beginning with the parents and then the school. These norms differ from group to group and also between people from different geographical sections here within the United States.

It should be clear that by "culture" we do not imply the connotation of cultivation or refinement. It makes no difference whether a person is a ditch-digger or a banker, each has his culture. The Indian child has a cultural heritage that is equally important to him as any other child's culture might be.

Culture has its material aspects and its non-material aspects. Tangible objects such as manufactured goods, raw materials, houses are examples of the material aspects of culture. Customs and mores, traditions represent the non-material aspects. We adapt our non-material culture to the material, and by cultural lag we refer to the situation where the material aspects of culture change at a more accelerated rate than the non-material. For example, we could easily adjust to a new style of automobile, but it is considerably more difficult to bring about a change in the non-material aspects of culture, such as a reform in the educational process.

The Anglo culture has advanced America in the technological sense, and yet because of the cultural lag, the Anglo has not realized a corresponding development in non-material areas. Everyday problems such as accident prevention, slum clearance, pollution illustrate that we are behind the times sociologically. The Indian culture places considerably more stress on balancing the material and non-material aspects of culture than does the Anglo.

In developing a cultural awareness component for Project HEED, involvement with the community is highly recommended. Each tribe will know best what norms indeed represent the significant bases for their cultural beliefs. Here are some suggested areas which might be included in a model for a cultural awareness component.

1. Speech

What are the languages, writing systems if any, and communication patterns ?

2. Material Traits

- a. Food habits, and how obtained
- b. Shelter
- c. Transportation and travel
- d. Dress
- e. Tools/ utensils
- f. Weapons
- g. Occupations

3. Art

- a. Carvings/Paintings/Drawings/Music/Dances etc.

4. Legends, mythology, and tribal history
5. Religious practices
 - a. ritualism (i.e. Zuni Shalako)
 - b. Treatment of the sick
 - c. Treatment of the dead/burial
6. Family and Social Systems
 - a. Forms of marriage
 - b. Methods of reckoning relationship
 - c. Inheritance
 - d. Authority figure
 - e. Social controls/ taboos/ folkways/customs/mores
 - f. Sports and games
7. Property
 - a. Real and personal
 - b. Standards of value and exchange
 - c. Trade
8. Government
 - a. Tribal organization
 - b. Judicial and legal procedures
9. Affiliations
 - a. Relationships with other tribal groups
 - b. Relationships with other ethnic groups
10. Leadership
 - a. Examples of tribal leaders

Somewhere the conflicts between the Indian culture and the Anglo culture should be included.(i.e. Time orientation, etc.)

Maudine Carpenter
December 28, 1972

APPENDIX F

San Xavier Mission
Papago Reservation

Apache children visit and interact with Papago children. Each group performed their tribal dances for the other. Visit to the oldest and most beautiful mission in the West.

Tucson, Old Tucson,
Sonora Desert Museum
University Museum
Colossal Cave

Reinforcement of Animal Unit, Indian Unit, Earth Study, and Western History

Arizona Sonora Desert
Museum, Tucson Mountain
Park, Tucson

The children gain knowledge of the wild life and plant life of their state

Tucson, Sonora Desert
Museum

To study the Sonoran Desert animals and plants common to Arizona and Mexico. Also to give a controlled experience in cooperating with a Special Education class in a guided tour situation, and in eating out.

Phoenix: Thomas Mall

Self-image, cultural awareness, seasonal decorations. Picture taken of each child with Santa Claus. Pictures were given by the students to their parents as a Christmas gift card.

Wax Museum, Mesa
Community College
Basketball Game, TV
Station, KPHO

American history and culture. Visit to a college campus. Importance of English language in mass media of communication.

Territorial Prison-Yuma
and San Luis Mission-
Mexico

Western history. Display in museum devoted to early history and Indian culture.

DATE GRADE # OF STUDENTS # OF SCHOOL & ADULTS TEACHER

PLACE VISITED

PURPOSE OF FIELD TRIP

1-31-73	1, 2	54	7	Sacaton Kerosec Whitesell	Mount Lemon Ski Area	Expose children living in the desert to a snowy environment.
2-28-73	8	23	3	Rice Chase	Tempe Dairy, Wallace-Iadmo TV Show in production, Rock opera "Godspell"	Dairy visit was in connection with a science unit on foods and how they are obtained. TV show and opera are multimedia, language, and literature experiences.
3-1-73	5	28	5	Rice Moore	Tucson, Sonora Desert	To study Sonoran desert animals and plants common to Arizona and Mexico. To give a controlled experience in dining out. Cooperating in a group activity.
3-1 & 3-2-73	8	10	2	Peach Springs Wilson	Phoenix--Feed Lots, Dairy, Orange and Grapefruit Orchards and processing plants; vegetable growing, vegetable processing, and hydroponic vegetable growing.	To acquaint the students with agriculture and food processing. Also, what can be planted on the reservation. Students experienced the following: motel stay, eating in restaurants, and job possibilities off the reservation.
3-8-73	K	44	3	Sacaton Evers	San Carlos--Rice School	Pima children visit and interact with Apache children. Each group performs their native songs and dances for the other.
3-8-73	3, 4, & Sp.Ed.	67	6	Sacaton Hering Carney Davidson	Flagstaff and Montezuma's Castle	Play in the snow. Understanding of Indian pre-history.
3-14-73	K	44	3	Sacaton Thomas	Phoenix Zoo	Culmination of Unit on Zoo Animals
3-15-73	4	29	2	Sacaton Carney	Phoenix, Pueblo Grande Museum	To see relics and ruins; the ancient home of the Indians in this area.
3-25-73	3	32	3	Sells Lutes	Tombstone, OK Corral	Western history

DATE	GRADE	# OF STUDENTS	# OF ADULTS	SCHOOL & TEACHER	PLACE VISITED	PURPOSE OF FIELD TRIP
3-29-73	K	42	3	Sacaton Thomas	Senita School in Phoenix	To give the children an opportunity to perform Indian dances learned as part of emphasis on cultural awareness
3-30 & 3-31-73	3	32	4	Sells Lutes	Phoenix Zoo, Train Ride from Phoenix to Tucson	Identification of zoo animals. See workers in the zoo. Train ride for understanding of workers required. To coordinate all activities so children can demonstrate interrelationships, public service employees as well as opportunities. A class booklet to be prepared after the trip.
4-3-73	4	28	2	Sacaton Carney	Casa Grande National Monument, Gila River Career Center, San Tan Mountain, Petrocliffs and Sleeping Giant	See examples of their own culture and tribal greatness
4-5-73	2	30	5	Rice Weeden	Pioneer, Arizona	Western history; settlement of pioneers and relationships with Indians of long ago.
4-5-73	2 & Sp.Ed.	35	3	Sacaton Whitesell Davidson	Casa Grande Ruins, Florence Museum, Apache Tears Mine	To see how the Indians of long ago lived and compare with today.
4-5-73	5	31	3	Sacaton Brigham	Heard Museum, Pueblo Grande Ruins	History and Indian culture
4-5-73	K	43	3	Sacaton Evers	Phoenix Zoo	To see animal life in its natural habitat.
4-5-73	K, 1	53	10	St. Charles Sr. Regina Sr. Inez	Phoenix Zoo, Rainbow Baking Company	To learn about animal life, and to see a modern baking plant mass-producing baked goods.
4-13-73	4	25	8	Sells McFarlane	Tucson: Meet with E. Rose School, special showing of film Southerner, Dinner with Tucson pen pals.	The students at both schools corresponded with each other. The students in Tucson had been introduced into life ways of Papago people. By meeting the students at both schools have a chance to make tangible and relevant an acquaintance formed through writing

4-25-73	5	26	4	Rice Moore	Boyce Thompson Arboretum in Superior	To study the plants common to the area in conjunction with reading, science and social studies units.
4-26-73	K, 1, 2	87	4	Sacaton Thomas Evers Korosec Whitesell	Picacho Peak	To experience a group picnic; to know that a picnic is a leisure activity; a chance for students to see more of their own reservation.
4-9-73	6	28	4	Sells Marden	Tucson, Tombstone and OK Corral	History of the Southwest
5-2 & 5-3-73	4, 5, 6	48	10	Hotevilla Rhodes Cordalis	Phoenix; Ballet Folclorico de Mexico, Heard Museum, Salt River Reservation	To introduce ballet as another means of artistic expression and to acquaint children with Mexican culture. Art museum, reservation of Pima-Maricopa people.
5-3-73	5	30	6	Sells Marden	University of Arizona	To become more aware of the educational facilities available to the Indian so he can encourage members of his family and tribe to set high educational goals. A class of Indian university students accompanied the group on their tour.
5-3, 4, & 5-5-73	7, 8	30	5	Sells Smith Dee	Grand Canyon, Flagstaff	To study the Grand Canyon; its scientific importance, and its importance in Indian history
5-3-& 5-4-73	5, 6	60	6	Topowa Sr. Ursula Pedro	Phoenix: Guided tour of the city; Safari Train tour; zoo visit	Urban experience; to have students experience various aspects of technology; acquaint students with the numerous career opportunities, places to eat, housing, cultural awareness;
5-8-73	Sp.Ed.	14	1	Sacaton Hargreaves	San Carlos--Kice School Coolidge Dam	Pima children to visit with Apache children. Cultural awareness.

DATE	GRADE	# OF STUDENTS	# OF SCHOOL & ADULTS TEACHER	PLACE VISITED	PURPOSE OF FIELD TRIP
5-9-73	5	26	Rice Moore	Ponto National Monument	To see part of their heritage and the way Indian people lived long ago
5-9, 10 & 11-73	4, 5	50	Many Farms McGillivray Leafdale	Tucson, Desert Museum, Old Tucson, Open Pit Mine	Culmination of unit on desert; cosses desert, other parts of Arizona; Orba experience! To experience a trip awa from home with peer group.
5-10-73	8	24	Peach Springs Wilson	Northern Arizona University, Walnut Canyon, Movie	To acquaint students with a college library, and science laboratory. See Northern Arizona art exhibit; Vi ruins of Indian dwellings.
5-15-73	K, 1	50	Many Farms Garcia Caldwell	Window Rock Zoo, Museum Window Rock Park, Historical points in Ft. Defiance	To acquaint children with animals of the Southwest, and to make them more aware of their history and culture.
5-17, 18 & 19-73	7, 8	30	Sells Smith Lee	Grand Canyon and Flagstaff	To study Grand Canyon, its part in Indian history, and its scientific importance.
5-11-73	K, 1	50	St. Charles Sr. Regina Sr. Inez	Bus ride to Tucson to visit Shamrock Dairy and Randolph Zoo Park	To learn how dairy products are prepared; to learn about animals in this area. Urban experience.
5-12-73	K	14	Sacaton Evers	Francisco Grande Hotel State Teachers' Convention.	The children presented a number of dances--cultural awareness and community relations.
5-17-73	2, 3	50	St. Charles Sr. Patrice Sr. Felicia	Phoenix: Sunshine Biscuit Health and Science Units; Urban Company and SevenUp Bottling Company	experience and exposure to the world of work.
5-16, 17 & 18-73	2, 3	54	Many Farms Thomas Fanning	Flagstaff; Walnut Canyon, Lowell Observatory, Northern Arizona University Museum, Pioneer Historical Museum, Southwest Forest Industries	Cultural awareness: The museums and Walnut Canyon Ruins; The Forest Industries plant will make them aware of one industry on the reservation. Exposure to a city where the children have never experienced.

APPENDIX G

ALBUQUERQUE PUBLIC SCHOOLS
ALBUQUERQUE, NEW MEXICO

EMERSON ELEMENTARY SCHOOL
620 GEORGIA ST., SE
97108

ROY L. MALONE,
PRINCIPAL

June 8, 1975

RECEIVED

SWCEL
2017 Yale, S.E.
Albq., N. M.

JUN 11 A.M.

ATTENTION: Dr. O. Hughes, Director, Project HEED

S. W. C. E. L.

Dear Dr. Hughes:

The following is a report on the attitudes we encountered towards Project Heed during our recent trip to San Carlos and Sacaton Indian Reservations to perform testing tasks relative to the program.

Without exception we found the attitudes of the teachers to be positive with regard to the use of the Distar materials provided by the program. They said these were of great benefit to the Indian children in the teaching of reading, and our own observations during the testing procedures confirmed their opinions. At San Carlos Reservation, two other first-grade teachers expressed interest in being included in the program and wanted their students to be tested, since they had had some exposure to the Distar materials. Unfortunately, we were unable to accommodate them in this request, since we only had with us the materials required for testing those already in the program. We advised them to refer their requests through their principal for possible future consideration.

There was some discontent evidenced at San Carlos Rice with regard to the fact that some teachers had not received a report of the scores from last Fall, but this turned out to be a problem of distribution within the school, since the scores had been given to a representative of the school.

Throughout our stay at both reservations we were given to understand that there was some discontent over the fact that the Indian Advisory Council had not been included in the rewriting of the Project Heed Program.

Respectfully submitted,

Charles A. Sanchez

CHARLES A. SANCHEZ

IRENE A. SANCHEZ

LOUISE ADAMS